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ABSTRACT

This resource and planning guide is designed to help Wisconsin school districts, community agency personnel, and education practitioners implement the designated vocational instruction (DVI) approach and thereby accelerate and enhance the ability of disabled students to meet specific instructional competencies and educational outcomes. The following topics are discussed in nine chapters: objectives and components of the DVI approach and the need for structured support services; strategies for gaining administrative support (DVI instructor and administrator roles); curriculum-based vocational assessment (collecting/using assessment data, implementing curriculum-based vocational assessment, developing a planning framework); development of instructional strategies (competency-based curriculum, motivational techniques, instructional strategies); collaboration; collaborative transition programming (principles of transition, state and federal interrelated transition laws, incorporating transition services into Individualized Education Programs); inservice training strategies (inservice planning/mechanics, effective information processing, troubleshooting); family involvement (involving parents in their children's education, understanding families' feelings, effective parent-teacher relationships); and skills employers want (acknowledging the problem, defining the skills employers want, solving the skills gap problem). End-of-chapter reference lists contain a total of 197 references. Appended are the following: transition needs assessment and information transmittal forms; functional skills inventory; and transition follow-up and program evaluation surveys. (MN)

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DESIGNATED VOCATIONAL INSTRUCTION
A COOPERATIVE PROCESS FOR CHANG

A Resource and Planning Guide

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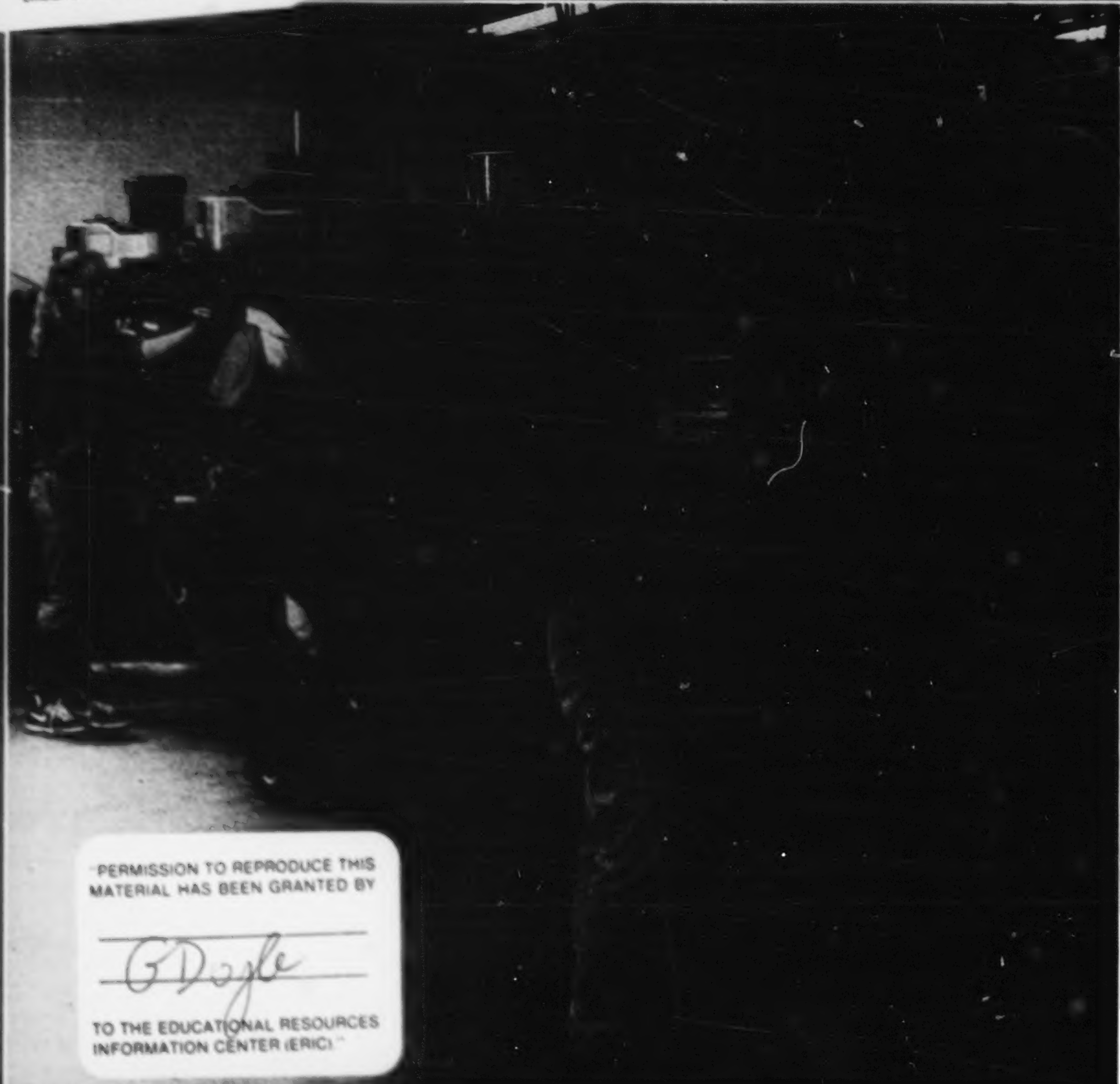

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Designated Vocational Instruction: A Cooperative Process for Change

A Resource and Planning Guide

Second Edition

Karen Prickette
Consultant
Adaptive Teaching/Learning Strategies

Wisconsin Department of Public Instruction
Madison, Wisconsin

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Foreword

Preparing the youths of today to meet the challenges of tomorrow is an overarching goal of education. In order to educate the workers of tomorrow, Wisconsin's system of public education is adopting outcome-oriented, competency-based educational objectives throughout the primary and secondary grades. Wisconsin's school-to-work transition model is designed to improve opportunities for all youths. The Designated Vocational Instruction (DVI) approach is a vehicle to help students with disabilities achieve outcomes and competencies and make a successful transition from school to work.

The DVI approach in Wisconsin is an interdisciplinary effort between special and vocational education. Its purpose is to improve the scope, sequence, and quality of secondary-level vocational education for students with disabilities. The essence of the DVI approach is to integrate learners who participate in special education into regular vocational education environments with instructional support provided to both students and their instructors.

The DVI approach has two goals. The first is to provide youths with disabilities at the secondary level with job-entry skills in broad or specific occupational clusters. The second is to provide a foundation for successful entry and participation in postsecondary vocational education settings.

This resource and planning guide is designed to provide school districts, community agency personnel, and education practitioners with an adaptive instructional approach that will accelerate and enhance the ability of students to meet specific instructional competencies and educational outcomes.

Educators are faced with the challenge of providing effective education to an ever-increasing number of young people having difficulty learning within a traditional delivery system and school structure. Through systematic incorporation of DVI principles, substantial changes result in the delivery of vocational education to students with disabilities. Thus, the DVI approach provides support for inclusion of pupils with exceptional education needs. It serves as an adaptive instructional technique that can open doors to acquiring vocational competencies for those students who, in the past, were unable to benefit from vocational education.

DVI implementation in Wisconsin has evolved over the last ten years, providing a foundation for change through systematic training of school personnel and improved post-school planning for students with disabilities. Continued implementation of DVI as an adaptive teaching strategy will enable an even greater number of students to experience success in and benefit from vocational education.

John T. Benson
State Superintendent of Public Instruction

Acknowledgments

This second edition of *Designated Vocational Instruction: A Cooperative Process for Change, A Resource and Planning Guide* updates the original guide to make it a more effective instructional aide in this important area of education. Karen Prickette, the current adaptive teaching/learning strategies consultant in the Department of Public Instruction's (DPI's) Bureau for Educational Equity Programs, supervised the changes and improvements. Steven Gilles and Susan Masterson, former adaptive teaching/learning strategies consultants, were instrumental in creating the original guide. Thanks also to Dawn Stenbol, a typist with the University of Wisconsin-Madison Center on Education and Work, for her help with the first edition.

The main text of the original guide remains intact, and the DPI again wishes to extend its appreciation to those who worked on the guide. This resource book resulted from extensive collaboration by members of the Center on Education and Work at the University of Wisconsin-Madison and the DPI, designated vocational instructors, and other Wisconsin educators. Special thanks to the following task force members.

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Introduction 1

The Designated Vocational Instruction Approach

The Designated Vocational Instruction (DVI) approach in Wisconsin is a collaboration between special and vocational education. Its purpose is to improve the scope, sequence, and quality of secondary-level vocational education for students with disabilities. The essence of DVI is to integrate learners with disabilities into vocational education environments, with instructional support provided to students and their vocational instructors. School districts are diverse, so implementation of the concept may be varied to allow for local ownership.

The DVI approach has two goals. The first is to teach job-entry skills in broad or specific occupational clusters to youths with disabilities at the secondary level. The second goal is to establish a foundation for successful entry and participation in postsecondary vocational education settings. The following three objectives help implement these goals. The DVI approach should

- give each secondary learner with disabilities the opportunity to enter, participate, and complete a vocational education program in accordance with that student's interests.
- facilitate the learner's entry and participation in vocational education programs and closely monitor each student's progress.
- provide the instructional support that the learner needs to participate and succeed in vocational programs.

The DVI instructor facilitates a meaningful, cooperative relationship between special educators and vocational educators. DVI personnel have special education teaching certification and receive additional training from various campuses within the University of Wisconsin System under the guidance of the Department of Public Instruction (DPI). The DPI also provides ongoing inservice sessions as well as support visits from department personnel for school districts that implement the DVI approach.

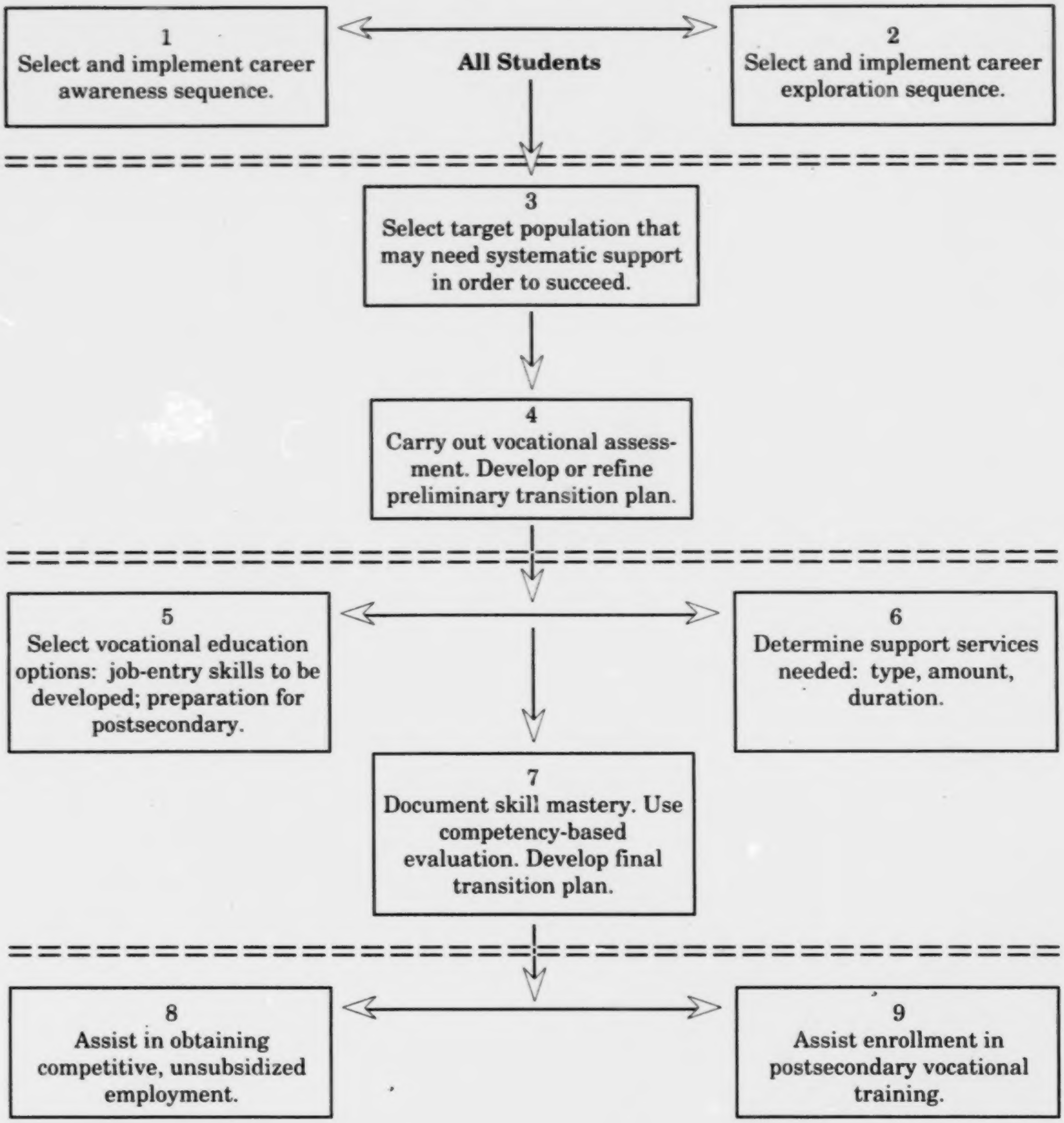
Key Decision Points

Figure 1 shows some of the key decision points in the process of providing vocational education to students with disabilities. This figure, reflecting outcomes rather than methods, represents movement from an awareness of possible career options through the attainment of competitive employment or enrollment in postsecondary vocational training. The decision points target major areas of emphasis in a sequential order for DVI personnel. The role of the DVI instructor is to help all appropriate parties deal effectively with students when implementing these key decisions.

Laws, administrative rules and regulations, and court decisions on the state and federal levels have rendered obsolete the traditional views of both special and vocational education in Wisconsin. They have also promoted an integrated approach to instructing the learner with disabilities in mainstream vocational settings. The Designated Vocational Instruction approach offers a systematic way to provide the career preparation needed by learners with disabilities. The DVI approach also works well in addressing the career and vocational preparation needs of other students at risk.

Figure 1

Key Decision Points When Providing Vocational Education to Students with Disabilities



1 Select and implement career awareness sequence.

2 Select and implement career exploration sequence.

3 Select target population that may need systematic support in order to succeed.

4 Carry out vocational assessment. Develop or refine preliminary transition plan.

5 Select vocational education options: job-entry skills to be developed; preparation for postsecondary.

6 Determine support services needed: type, amount, duration.

7 Document skill mastery. Use competency-based evaluation. Develop final transition plan.

8 Assist in obtaining competitive, unsubsidized employment.

9 Assist enrollment in postsecondary vocational training.

Source: Doug Gill, Coordinator of Secondary Special Education/Transition, Washington State Department of Public Instruction; Steve Gilles, At-Risk Coordinator, Wisconsin DPI; and John Gugerty, Vocational Studies Center, UW-Madison.

The Need for Structured Support Services

Follow-up studies of former special education students document high levels of unemployment (Hasazi, 1985; Mithaug, Horiuchi, and Fenning, 1985; Zigmond and Thornton, 1986; Edgar and Levine, 1988; and Hasazi, Gordon, and Roe, 1988). One study looked at a sample of 956 former special education students from 13 school districts in Washington who graduated or aged out in 1984, 1985, or 1986 (Edgar and Levine, 1988). Researchers also studied 30 former special education students from each district who were not enrolled in precollege courses while in high school.

The percentages of former students who were not working, attending postsecondary education programs, or engaged in any type of formal activity six months after graduation were: 42 percent for severely cognitively disabled (mentally retarded); 44 percent for mildly cognitively disabled; 21 percent for sensory impaired; 35 percent for behavior disordered; 23 percent for learning disabled; and 8 percent for students without disabilities. After 30 months, the unemployment rate for the group with behavior disorders had increased from 35 percent to 82 percent: only 20 percent of those without disabilities, or who were sensory impaired or had learning disabilities, did not have jobs.

Another study used a sample of 134 students from nine Vermont school districts who had graduated, dropped out, or left high school during the 1984-85 school year (Hasazi, Gordon, and Roe, 1988). Sixty-eight of the students had mild cognitive disabilities, learning disabilities, or emotional disturbances and had received special education services. Sixty-six members of the sample, who were not special education students and were not college bound, had also left, dropped out, or graduated from the nine school districts during the 1984-85 school year. Of the 68 students with disabilities, 63.2 percent graduated, 16.2 percent left, and 20.6 percent dropped out. Of the 66 students without disabilities, 87.7 percent graduated, 7.7 percent left, and 4.6 percent dropped out.

In 1987, only 62 percent of the former special education students were employed at the time of the follow-up interview, compared to 85 percent of the former students who did not have disabilities. Eighty-nine percent of the males without disabilities were employed, while 75 percent of the males with disabilities were employed. However, only 23 percent of the females with disabilities were employed compared to 71 percent of the females without disabilities. Almost twice as many former students without disabilities (77 percent) were employed full-time (37.5 hours per week or more) as were students with disabilities (42 percent). Thirty-four percent of former students with disabilities were unemployed, while 24 percent worked part time. Of the students without disabilities, 15 percent were unemployed and 8 percent worked part time.

National Studies

The definitive national study of the postschool employment status of former special education students is the Longitudinal Transition Study performed by SRI International, a nationally known research center in Menlo Park, California (Wagner, 1989). Researchers looked at a national sample of 8,000 former special education students, including 249 individuals with learning disabilities who had been out of secondary school more than one year. Of that group, 19.3 percent worked part time, 37.9 percent worked full time, and 42.6 percent were not working.

For students classified as emotionally disturbed who left secondary school during or after the 1985-86 and 1986-87 school years, the SRI study found that 42 percent graduated. This is considerably lower than the nearly 75 percent graduation rate for the general population. Four percent of those classified as emotionally disturbed left school because they exceeded the school age limit. Their dropout rate was 50 percent, the highest rate of any disability category and more than twice as high as the dropout rate for the general school population. Five percent of those classified as emotionally disturbed were expelled.

About 44 percent of students classified as emotionally disturbed who had been out of high school for up to two years were competitively employed, compared with 65 percent of youths as a whole, while another 2 percent worked in sheltered workshops. About half of the students with emotional disturbances were working part time. Those who had jobs in the first two years after high school earned a median wage of $4.00 per hour, close to the median hourly pay of $3.95 for out-of-school youths in all disability categories.

The SRI study also found that half of the students with cognitive disabilities graduated, 17 percent stayed in school until they exceeded the age limit, 30 percent dropped out, and 4 percent were suspended or expelled. Figures showed that

11.6 percent of out-of-school youths with cognitive disabilities worked part time, 19.8 percent worked full time, and about 9 percent worked in sheltered workshops. The median wage as a group for those who were working was $3.40 per hour, compared to a median wage of $3.95 per hour for all youths with disabilities in their first two years out of high school.

These studies relied on carefully drawn samples that represented the total population of subjects. Skeptics who feel that these results do not represent their local areas should be aware that a national database reflects the results of the SRI study. This database is generated by each state for the U.S. Department of Education's Office of Special Education and Rehabilitative Services and is reported annually to Congress. For example, data reported in the Ninth, Tenth, Eleventh, Twelfth, and Thirteenth Annual Reports to Congress on the Implementation of the Individuals with Disabilities Education Act (1987, 1988, 1989, 1990, and 1991), illustrated a pattern of failure, dropping out, and unemployment among the nation's students served through special education. Figure 2 portrays these findings for all special education students, students with emotional disturbance, students with learning disabilities, and students with cognitive disabilities.

Anticipated Services for Youths Leaving School

The Thirteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (1991) reported that 34.9 percent of individuals with cognitive disabilities leaving school during the 1988-89 school year would need vocational training services, 22.9 percent would need transitional employment services, and 30.6 percent would need vocational placement services. In other words, even if the needed services were relatively discrete (presumably, someone needing placement services has already been trained and is ready to work), school personnel acknowledged that 88.4 percent of the existing students who had cognitive disabilities (most of whom were considered mild) were not going to find jobs without additional help.

The Thirteenth Annual Report to Congress also noted that 20.5 percent of the individuals with learning disabilities exiting the nation's school systems during or after the 1988-89 school year would need vocational training services, 11.2 percent would need transitional employment, and 17.1 percent would need vocational placement assistance. In other words, if there is minimal overlap between individuals needing immediate post-high-school vocational training and individuals needing immediate post-high-school placement services, then 48.8 percent of the individuals with learning disabilities who exited the system were not going to work without additional assistance.

The Fourteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (1992) demonstrated that this expected need for services increased. For special education students exiting the nation's school systems during or after the 1989-90 school year, 21.8 percent of those with learning disabilities and 39.1 percent of those with cognitive disabilities needed vocational training services; 10.8 percent of those with learning disabilities and 25.1 percent of those with cognitive disabilities required transitional employment services; and 16.5 percent of those with learning disabilities and 30.4 percent of those with cognitive disabilities needed vocational placement services.

Wisconsin Studies

A DPI study in 1992 documented that the pattern and degree of needed services reported nationally is similar in Wisconsin. For example, of the 3,505 individuals with learning disabilities exiting Wisconsin public school systems during the 1990-91 school year, 24.9 percent needed post-high-school vocational training services, 6.8 percent required transitional employment services, and 12.8 percent needed vocational placement services. Thus, at least one-fourth and possibly as many as 44.5 percent of the individuals with learning disabilities leaving Wisconsin school systems during 1990-91 were not ready to work. The DPI also documented that individuals with cognitive disabilities have similar needs for vocational services. (All of these individuals have mild disabilities.) For example, 17.1 percent of the 1,677 individuals with cognitive disabilities who exited Wisconsin school systems during the 1990-91 school year needed post-high-school vocational training services, 10.3 percent required transitional employment services, and 15.1 percent needed vocational placement services. Almost half of these individuals were not ready to work when they exited the school system and needed employment-related services to obtain work and remain employed. The worst possible conclusion is that none of the individuals with mild cognitive disabilities

Figure 2

National School Completion Rates of Special Education Students

All Special Education Students

Year	Number	Diploma	Certificate	Age-Out	Dropout	Left/Other/ Unknown Total No. Reasons	Dropouts
84-85	212,000	39%	15%	4%	21%	18%	39%
85-86	213,623	43%	17%	2%	26%	11%	37%
86-87	209,114	46%	13%	3.5%	25%	13.3%	38.3%
87-88	238,579	42%	11%	2.5%	27.4%	16.8%	44.2%
88-89	248,590	43.9%	9.7%	2.5%	26.6%	17.3%	43.9%
89-90	231,384	44.8%	12.4%	2.5%	27%	13.3%	40.3%

	Emotionally Disturbed			*Learning Disabled*		
Year	Dropout	Left/Other Unknown	Total ED Dropout	Dropout	Left/Other Unknown	Total LD Dropout
84-85	29%	28%	57%	19%	17%	36%
85-86	41%	15%	56%	26%	11.5%	37.5%
86-87	42%	12.7%	54.7%	26%	8%	34%
87-88	40%	22.5%	62.5%	26.7%	16.3%	43%
88-89	39.1%	22.4%	61.5%	26.7%	15%	41.7%
89-90	43.2%	17.8%	61%	26.8%	10.9%	37.7%

Cognitively Disturbed

Year	Dropout	Left/Other Unknown	Total CD Dropout
84-85	23%	15%	38%
85-86	24%	7.7%	31.7%
86-87	20.6%	10.7%	31.3%
87-88	26.8%	11.1%	37.9%
88-89	24.8%	11.2%	36%
89-90	23.6%	7.8%	31.4%

The 1987, 1988, 1989, and 1990 annual reports state that the vast majority of students classified as "Left for other/unknown reasons" were in fact dropouts who did not inform anyone. They just stopped attending school. The 1991 annual report qualifies this by noting that in four large states, a number of students with speech/language difficulties were put in the "others/unknown" category when in fact they were reclassified as regular education students.

Source: U.S. Department of Education, Office of Special Education and Rehabilitative Services, (1987, 1988, 1989, 1990), **To assure the free appropriate public education of all handicapped children: The ninth, tenth, eleventh, and twelfth annual reports to Congress on the Education of the Handicapped Act;** and U. S. Department of Education, Office of Special Education and Rehabilitative Services, (1991), **To assure the free appropriate public education of all children with disabilities: The thirteenth and fourteenth annual reports to Congress on the implementation of the Individuals with Disabilities Education Act.** For a copy of the latest annual report, call (202) 205-9864, or write to: Office of Special Education Programs, Mail Stop 2651 Switzer Bldg., Education Department, 400 Maryland Ave. S.W., Washington, DC 20202.

who exited Wisconsin schools during the 1990-91 school year was ready for employment, because the number who needed some type of post-high-school vocational services exceeded 100 percent of the group.

Local Manifestations

There are at least eight major categories of responsibility associated with the role of the DVI instructor in the local school setting. They include

- communication;
- development and consolidation of administrative support;
- provision of inservice training to teachers, administrators, and support personnel;
- vocational assessment;
- timely and appropriate placement of students with disabilities in vocational education classes;
- development of vocational and postschool goals on each student's Individualized Education Program (IEP);
- and development of competency-based instruction, including a focus on mastery of skills needed to become employable, enter postsecondary training, and live as independently as possible after completing high school. The last major category of responsibilities is that the DVI instructor should provide instructional support to students with disabilities enrolled in mainstream vocational programs (and academic programs, as resources permit), and also to their instructors.

Subsequent chapters of this DVI guide will elaborate on these components. However, the following brief overview helps create a more complete understanding of the DVI concept.

Communication. Those who have implemented the DVI approach have identified effective, two-way, ongoing communication as a major factor in successful application of the concept. This communication takes place among all parties involved in the DVI process. The use of formal and informal communication systems greatly helps implement the DVI approach and plays a major role in developing administrative support, owning the program locally, and improving the performance of the students.

Administrative Support. Administrative support provides an operational framework for DVI, as well as credibility within the school and community. Administrative support consists not only of public statements of support, but also tangible indicators, such as allocation of sufficient time, resources, and space to implement the approach at a level of intensity required for positive results. A functional DVI program results when administrators generate and sustain support at a level sufficient to implement the concept as designed.

Inservice Training. DVI instructors are agents for change, and the systematic incorporation of DVI principles should result in substantial changes in the delivery of vocational education to students with disabilities (and to other students at risk if school district personnel wish). Effective and efficient inservice training sessions enhance the initiation and longevity of these changes. This inservice training can be done formally or informally, but it must be ongoing for permanent and effective implementation of the DVI approach.

Assessment. Continuous assessment is a key to appropriate planning and preparation for students with disabilities and other students at risk. Program placement, skill acquisition, and readiness for work are integral parts of effective vocational assessment. The Designated Vocational Instruction approach helps ensure that assessment is not conducted in a vacuum. Assessment results should have a tangible impact on each student's IEP in terms of courses taken, skills taught, and postschool goals developed. Assessment helps DVI instructors place students more frequently in appropriate vocational classes. The DVI instructor, starting with appropriate placement of the individual in vocational classes, affects positive changes in the delivery of services to students. Such changes might include using a team approach to make placement decisions, to select and sequence courses, and to develop postschool vocational goals.

Placement. Enrolling students with disabilities into vocational education classes is part of the IEP process. Curriculum-based vocational assessment and formal and informal vocational evaluations form the basis for determining the most appropriate type of vocational instruction. The vocational course instructor's role in this process is to identify basic skills necessary for achieving competency in vocational courses. The DVI instructor may help students identify needed supports and determine the appropriateness of a specific course in relation to each student's strengths and weaknesses. Once a vocational course placement is made, the DVI instructor may also offer assistance in the classroom or lab and help the vocational instructor adapt teaching strategies to meet the student's learning styles and needs.

Vocational and Postschool Goal Development. The development of vocational and postschool goals incorporates cumulative assessment and performance data. Part of the IEP process involves formulating these goals. The IEP also should lead the student through a developmental sequence of vocational skills that are applicable to postschool situations. The DVI instructor can coordinate a variety of experiences in conjunction with various vocational educational programs in order to give students the opportunity to develop work-related skills while making career decisions. Once a student formalizes his or her career decisions, she or he can also determine goals pertaining to postschool options. The IEP also lists transition processes that will facilitate the student's movement from school to the desired postschool environment. At this point, the role of the DVI instructor is to facilitate the transition process and the acquisition of critical vocational skills.

Competency-based Instruction. Effective competency-based instruction requires identifying outcomes and the specific competencies that students need to achieve them. While the vocational course instructor must specify the desired outcomes and supporting competencies, the DVI instructor can assist with the process of curriculum development. Specific instructional strategies for assisting students to acquire, master, and generalize competencies can be incorporated into teaching routines with the direct support of the DVI instructor. In addition, it is critical to identify a core curriculum of essential skills.

Instructional Support. One of the major components of the DVI process is the provision of direct and indirect instructional support to students and to vocational education teachers who are ultimately responsible for students with disabilities enrolled in their classes. Direct support is most often provided directly within the vocational class or lab. Indirect support is most often parallel instruction for the special education student concurrently enrolled in vocational education. A DVI instructor also engages other special education teachers in providing both direct and indirect instructional support to mainstreamed students with disabilities.

The eight major areas of responsibility briefly described above form the core duties assigned to the DVI instructor. However, there are other considerations that influence the total effectiveness of the position. These additional considerations include microcomputer applications, time management techniques, effective advisory committees, and a formative and summative program evaluation.

School districts should adjust the following job descriptions to meet their organizational structure and requirements.

Job Description for a Designated Vocational Instructor

Duty One: Provide and help other special educators provide direct and indirect instructional support that will help students with disabilities enter, participate, and succeed in vocational education programs.

Tasks

- Obtain, from the appropriate vocational teachers, lists of the basic requirements for entry and participation in all vocational education programs.
- Determine, in conjunction with the appropriate vocational instructors, ways in which those requirements and programs can be modified to accommodate individual learners with disabilities.
- Identify, obtain, and use instructional materials related to the characteristics of individual learners that will help them enter, participate, and succeed in vocational education.
- Modify the instructional media, materials, and equipment used in the vocational areas to fit the unique characteristics of identified learners with disabilities.
- As needed, provide related instruction for individual learners as outlined by the appropriate vocational area instructor.
- Help vocational instructors evaluate whether individual learners with disabilities are achieving specified learner outcomes outlined in their IEPs.
- Establish and maintain a positive working relationship with all vocational education personnel.
- Regularly consult with instructors implementing vocational aspects of the IEPs.
- Work cooperatively with the local director of special education, vocational program coordinators, local adult service agencies, and specialized

placement providers to determine the most appropriate postschool goals for individual students, including job placement strategies.

- Provide instruction relative to individual placements in cooperation with placement providers.
- Help special education teachers work with students with disabilities to achieve their occupational goals.
- Engage other special education teachers in providing instructional support.

Duty Two: Participate in the IEP process. Provide vocational input in consultation with appropriate vocational instructors.

Transition Tasks

- Attend IEP meetings for specified learners with disabilities.
- Provide information in IEP meetings regarding each student's vocational interests and aptitudes, and relate them to current vocational offerings.
- Suggest the most appropriate vocational education program for the learner that corresponds with that individual's interests and aptitudes.
- Together with the appropriate vocational instructors, identify specified vocational objectives for students that have individual exceptional education needs (EEN).
- Help monitor the implementation of the vocational aspects of the IEP.
- Help evaluate the vocational aspects of the IEP and report findings to the IEP team in order to keep the IEP updated.
- Facilitate communication among administrators, vocational educators, special educators, and student service professionals.

Duty Three: Assist with the vocational interest and aptitude assessment of EEN students participating in the program.

Transition Tasks

- Identify local agencies that can provide vocational interest and aptitude assessment.
- Through the local director of special education, arrange for local agencies to provide vocational interest and aptitude assessments.
- Identify interest and aptitude assessments, such as curriculum-based vocational assessment, that can be administered by special and vocational educators.
- Compile, record, and share results of assessments with all appropriate staff members, students, and their parents.
- Ensure that those responsible for K-8 career development curricula are aware of the skills that students with disabilities need to enroll, participate, and succeed in secondary vocational programs and to function as independently as possible in their post-high-school employment, social, and living environments.
- Involve school counselors, psychologists, and other staff members in implementing the DVI approach.

Job Description for Paraprofessional or Teacher Aide

Duty: Provide supervised, prescribed instruction for EEN students enrolled in mainstream vocational education programs.

Tasks

- Under the supervision of the DVI instructor, provide tutorial services to individuals and small groups of students.
- Under the supervision of the vocational education teacher, provide tutorial instruction for students with disabilities directly within the vocational class or laboratory.
- Appropriately select and use all available instructional materials.
- Under the supervision of the appropriate instructor, periodically assess the effectiveness of the tutorial sessions.

Evidence of Effectiveness

Researchers (Henshaw, et al, 1987; Wade, 1985; Showers, et al., 1987; Rosenfield and Rubinson, 1985; Fullan 1982) have documented that factors such as administrative support, cooperative peer support, and tangible incentives greatly increase the likelihood that a new educational process will be adopted and maintained. They have also demonstrated the value of focusing those factors and others in a structured fashion that closely resembles the DVI approach.

"If vocational education is to have any meaningful impact on the postschool status of students, the vocational education involvement needs to consist of a carefully planned and implemented sequence of experiences. This needs to include a definable range of options, a sequential offering of course work leading to a marketable set of skills, well-trained vocational and special education personnel, and an ongoing support system (Gill and Edgar, 1990)."

If implemented as designed, the DVI approach in Wisconsin offers this type of program. For example, the DVI program at Turner High School in Portage reviewed the grades that special education students received from their vocational instructors the year prior to implementation of the DVI approach. "Over 30 percent of those grades were 'F,'" the report said. But during the first year of the DVI approach, the percentage of failures had dropped to 23 percent. At the end of the second DVI year, the percentage of failure grades received by EEN students from mainstream vocational teachers had fallen to 8 percent (Gugerty, 1984).

In 1988, two Wisconsin DVI sites were among 12 winners of a national competition of secondary schools that effectively implemented Carl D. Perkins Vocational Education Act mandates that apply to special education students. These two schools, Verona Area High School and Elk Mound High School, provided follow-up data as part of the competition (Gugerty, et al., 1988).

Elk Mound High School had no dropouts in 1984-85 or 1985-86. Students with disabilities enrolled in vocational classes during the 1985-86 school year received 110 grades, of which 3 (2.7 percent) were "F" and 32 (29 percent) were "D." Thus, 68 percent of their grades were "C" or above. For the 1986-87 school year, students with disabilities enrolled in vocational classes received 87 grades. Three of them (3.4 percent) were "F," 10 (1 percent) were "D," and the remainder (95.6 percent) were "C" or above.

For the 1985-86 school year, Verona Area High School had 307 students with disabilities enrolled in vocational classes, and 94.7 percent of the grades they received were passing. For the 1986-87 school year, 405 Verona Area High School students with disabilities enrolled in mainstream vocational classes. Of the grades received, 96.5 percent were passing (Gugerty, et al. 1988). In Verona, post-school follow-up in 1983, 1984, 1985, 1986, and 1987 for students who had completed classes in the survey revealed an employment rate (at least 35 hours per week) of 100 percent for the classes of 1983, 1984, and 1985. Figures showed 87.5 percent of the class of 1986 worked full time and 12.5 percent part time, while 95.5 percent of the class of 1987 were employed full time and 4.5 percent were not working (Gugerty, et al., 1988). Follow-up data was also provided on Verona Area High School students who had completed classes served through the DVI approach for 1988 and 1989 (Newcomb, 1989). For the class of 1988, 83.33 percent was employed full time and 8.33 percent employed part time, with 8.33 percent unknown. One hundred percent of the class of 1989 had full-time employment.

Barriers and Facilitators

Barriers to implementing, sustaining, and expanding the DVI approach can be classified as attitudinal, organizational, and professional. Attitudinal barriers include

- ignorance of DVI's impact and significance in the lives of individuals with disabilities.
- comfort with the status quo and with familiar ways of doing things.
- fear of change and the unknown.

Organizational barriers include, but are not limited to,

- distributing rewards for completing professional tasks that maintain the status quo and discouraging innovations and self-directed styles of professional behavior.
- confusing completion of activities with attaining goals for students.
- having role and goal conflicts among various members of the organization.

Professional barriers include terminology differences, divergent missions and priorities, different focuses of preservice and inservice training, and insufficient interprofessional contact.

During the development of this guide, 356 individuals on the DPI's DVI mailing list participated in a survey in 1990 conducted by John J. Gugerty, senior outreach specialist at the University of Wisconsin-Madison's Center on Education and Work. Respondents listed the most serious barriers to implementing and sustaining the DVI approach as:

- lack of time and schedule conflicts (38.7 percent),
- absence of administrative support (18.3 percent), and
- perceptions and attitudes of other instructional staff (15 percent).

Other responses were scattered among 27 different categories. Lack of time, which can be viewed as evidence that administrative support is insufficient, is the predominate reason for ineffective implementation of the DVI approach.

Respondents to that same survey also listed factors that enhanced the establishment and maintenance of the DVI approach. Among those factors were:

- administrative support (35.4 percent), and
- support from vocational educators (23.3 percent).

Other responses mentioned 20 other factors, including "support and involvement of other special educators," "highly skilled staff," "training received," and "receptive parents."

Snapshots of the DVI Approach

The following sample programs describe briefly how two secondary schools and one technical college have implemented the DVI approach. These snapshots are responses to the 1990 survey by Gugerty. In each instance, the school uses the DVI approach yet accommodates it to local needs and circumstances.

Clinton High School

100 East Milwaukee Road
Clinton, WI 53525

Level of Effort: Five to ten hours per week to implement the DVI approach.

Notification of the Availability of Vocational Options. School counselors and middle school special education staff members use a handbook developed by the DVI instructor that describes all vocational course offerings for eighth-graders. The handbook includes notation of courses the DVI instructor has attended daily and those in which she or he has worked closely with the vocational educator by providing either direct or indirect instruction. This information is disseminated during the third quarter each year and discussed at the second parent-teacher conference with the student's special education teacher and the DVI instructor (when possible).

Vocational Exploration and Assessment. Assessment is implemented in the eighth and ninth grades and for student transfers into the district. Assessment tools include:

- CAPS (Career Ability Placement Survey)
- COPES (Career Orientation Placement and Evaluation Survey)
- COPS (Career Occupational Preference System) Available from Educational & Industrial Service, P.O. Box 7234, San Diego, CA 92107.
- TEL (Tests for Everyday Living) Available from CTB/McGraw Hill, Del Monte Research Park, Monterey, CA 93940.
- C.I.T.E. (Center for Instruction and Technology Education) Learning Style Survey
- DVR (Division of Vocational Rehabilitation of the State Department of Health and Social Services) assessment results

IEP Development

The IEP includes a vocational component. Goals and objectives for all high school vocational education courses are included in the overall IEP goals and objectives computer bank. Each student's IEP includes specific goals and objectives for vocational courses she or he is taking and their postschool goals. The district is developing a districtwide transition plan that would incorporate these goals into students' IEPs.

Instructional Support for Vocationally Mainstreamed Students

- When in-class support is not possible due to the DVI instructor's teaching schedule, the student receives support from a special education aide or the vocational education teacher. The DVI instructor remains in contact with the student, aide, and the vocational educator.
- Supportive services available include
  - — peer tutoring.
  - — alternative testing (includes oral tests, untimed tests, and demonstrations).
  - — student note takers who make notes available for copying.
  - — review of course material in written or oral formats, as well as computer programs to reinforce course material.
  - — equipment modification (for example, students with cerebral palsy used computers instead of typewriters in Keyboarding I and II).
  - — special materials purchased through PL 94-142 and Carl Perkins Vocational Education Act funds.

Instructional Support to the Vocational Instructors of Students with Disabilities

- Grading options include
  - — IEP criteria.
  - — regular grading methods.
  - — competency-based assessment.
- Curriculum materials sharing includes
  - — information about new developments from professional journals, vocational and special education conferences, and other sources.
  - — materials the DVI instructor lends to vocational educators.
  - — materials and services purchased with Carl Perkins funds for use in the vocational classroom.
  - — materials from curriculum companies, including the following:

Social Studies School Service
10200 Jefferson Blvd., Box 82
Culver City, CA 90230

Thinking Publications
731 Westgate Road
P.O. Box 163
Eau Claire, WI 54702

Career Aids
20417 Nordhoff Street
Chatsworth, CA 91311

MATC CAD
1015 N. 6th Street
Milwaukee, WI 53203

Southwestern Publishing
355 Conde Street
West Chicago, IL 60185

Computer Direct
22292 N. Pepper Road
Barrington, IL 60010

Learning Seed
330 Telser Road
Lake Zuric, IL 60047

MCE, Inc.
157 S. Kalamazoo Mall, Suite 250
Kalamazoo, MI 49007

- Retyping old tests and worksheets.
- Collaborating to meet the needs of the student with disabilities (for example, learning style survey results and behavior modification programs).

Transition to Post-High School Options. Students who qualify for DVR services are referred during the first or second semester of their junior year or at age 16. The CESA 2 Adult Special Needs Program is another resource recommended to parents of students with disabilities.

Clinton School District works with DVR, CESA 2, Kandu Industries, and Blackhawk Technical College to plan postschool options. Each year parents attend one of two "Choices" workshops presented by CESA 2 at Blackhawk Technical College. The course includes information on why people work, traditional jobs for men and women, gender equity, finding and applying for a job, job-interview skills, job success, financial responsibilities, planning for the future, and consumer skills. Students are also encouraged to enroll in the summer Job Training Partnership Act (JTPA) program for more work experience.

Parental Involvement. Parents and the DVI instructor communicate during parent-teacher conferences as well as periodically throughout the year. (For some, this might mean weekly.) Communication with parents includes sharing information about student progress, present and future vocational goals, vocational courses available and recommended, and postschool options. This information is disseminated via telephone, in person, or by letter.

Education for Employment Implementation. The DVI instructor and the local vocational education coordinator collaborate to develop the district's plan.

Inservice Training. Effective approaches include the following:

- Plan afterschool inservices off campus with food available.
- Offer stipends as incentives.
- Encourage attendance by personally contacting participants.
- Use a multimedia presentation format.
- Encourage feedback before, during, and after the inservice.
- Plan group activities that involve problem solving and collaboration.
- Invite an outside specialist to disseminate information regarding the topic.
- Be concise.
- Avoid special education jargon as much as possible.
- Provide a summary of the inservice within a week or two.
- Use handouts to reinforce the topic presented.

Major Barriers

- Time constraints.

— "My contract allows four DVI hours, but I have only one or two class periods per day during which I can provide direct or indirect support to students and staff. Other than my regular EEN classroom teaching assignments, I am also responsible for developing our transition program and coordinating the Vocational Exploration Program" (Gugerty, 1990).

— Student schedules and teaching schedules often conflict.

Major Facilitators

- Support at the local level should include the

— building principal;
— district administrator;

- building staff, including school counselors, and the local vocational education coordinator (LVEC);
- special education director;
- CESA 2 personnel; and
- local support staff.

Lakeshore Technical College

1290 North Avenue
Cleveland, WI 53015

Level of Effort: 40 hours per week implementing the DVI approach.

Approaches. Cooperative learning groups work together in study sessions, emphasizing the need to blend students with limited English proficiency (LEP) and English-speaking students in technical classes. This has been very effective for three reasons: (1) the student with LEP has the opportunity to become part of the social group within the classroom setting; (2) the student with LEP has the opportunity to strengthen his or her English skills; and (3) all students have an opportunity to respect and work closely with individuals from culturally diverse backgrounds.

Notification of the Availability of Vocational Options. Transition liaisons have been identified throughout Sheboygan and Manitowoc counties to help transfer transitional information to high school special education and English as a Second Language (ESL) instructors regarding the services available, including career preview days and minicourses. The Lakeshore Vocational Association initiated and implemented campus tours for area middle school students. Student ambassadors conducted the tours with staff assistance.

Vocational Exploration and Assessment. Vocational assessment may be made to Lakeshore Technical College by the public school system or the Division of Vocational Rehabilitation referral process.

Development of the Individualized Education Program (IEP). The special needs support instructor gives students individual education programs. The instructor determines the level of direct service provided in the classroom from the special needs support instructor. The placement officer and the special needs support instructor handle the transition from Lakeshore Technical College (LTC) to the workforce. There are limited services to assist with the transition processes. Primarily, individuals receive information about available jobs. If requested, the special needs support instructor serves as an advocate for a student. When identified students with disabilities are in a particular class or program, instructors form study groups that include them. If the special needs support instructor is assisting a student directly in the classroom with techniques such as note taking, paraphrasing, or breaking ideas down into simple steps or strategies, the information is available to any student.

Instructional Support to the Vocational Instructor(s) of Students with Disabilities. The special needs support instructor consults with the vocational instructors on campus, emphasizing the vocational instructor's expertise in the technical area and the special needs support person's expertise in learning strategies. Collaboration is the most effective way to serve the student.

Transition to Post-High-School. A Special Needs Advisory Committee includes representation from the various community agencies and high school contacts. This committee keeps track of the local services for students with disabilities to provide a consistent source of service delivery. They contact DVR counselors regularly for referrals.

Parental Involvement. Due to the nature of adult populations, families are involved only when appropriate.

Education for Employment Implementation. Again, this is limited to an adult population. However, students from area high schools can attend Lakeshore Technical College programs in conjunction with their high school course work. When this occurs, collaboration takes place between the high school special needs instructor and the LTC special needs support instructor.

Effective Inservice Training Approaches. This is a developing area for the current special needs support instructor. However, in the past other special needs support instructors have held numerous inservice training sessions. Those sessions may have included general approaches to learning strategies and information regarding special needs support services. Survey results have been collected from all instructors on campus, stating their interests and needs for future inservice training. Those needs will be evaluated and used to plan future inservice training.

Major Barriers

The number of students involved in the special needs and LEP program has increased greatly without added staff to address that expansion. Although numerous programs and courses are offered, there is a great mixture of students with special needs in various classes at the same time. This makes it difficult to directly serve those students who need the most help in these classes.

More time is needed to develop materials for individual study sessions and for direct support in the various classes. Technically, 35 hours per week is needed to provide direct support to students. However, while the special needs support instructor implements the DVI concept in the classroom, she or he may find it difficult to address other areas, such as coordinating services with other agencies, addressing individual student needs as they arise, and developing curriculum materials for various programs. Providing transitional coordination services is a time-consuming task that is necessary, but it takes time away from students in need of direct support.

Major Facilitators

These include

- the instructor's receptiveness to the DVI approach;
- cooperative skills development staff and counseling staff;
- the willingness and eagerness of area special needs personnel and administrators to accept the DVI philosophy and carry out responsibilities; and
- administrative confidence in the implementation of the DVI approach.

Franklin High School

8222 South 51st Street
Franklin, WI 53132

Level of Effort: Five hours per week implementing the DVI approach.

Notification of the Availability of Vocational Options. Students view a videotape that discusses the various vocational classes, the kinds of work that go on in each area, the variety of equipment used, and possible projects or results. Teachers and students discuss each area and job opportunities. In addition, a complete list of vocational classes, along with prerequisites (when applicable), is printed twice a year in a districtwide newspaper sent to every home in the community.

For parents, a vocational education opportunities presentation at a Freshman Orientation Night in the spring is one of three major rotations required for all eighth-grade parents and students. Teachers from each area present information about available courses and advanced opportunities.

Vocational Exploration and Assessment. All tenth-grade students take part in a career education class (.2 of a credit). The guidance department utilizes the Wisconsin Career Information System (WCIS) programs. All eleventh-grade students who have learning disabilities must take a prevocational skills class. The class includes use of the WRIOT (Wide Range Interest-Opinions Test) and Holland Inventory. McKnight's *Entering the World of Work* is the basic text for this class. Self-study, career exploration, job-seeking skills, and job-expectation skills are emphasized. The WCIS materials are also utilized in this class, including the computer programs that help students with resumes and letters of application.

Transition to Post High School Options. Students and parents must be informed about DVR services at an IEP meeting by the time the student is 16, or earlier if appropriate. Individual visits to postsecondary training institutions are also arranged to assist the student in making transition decisions.

Work Experience Approaches. The students with disabilities use the general education program, "Careers in Action." Students receive credit for 15-20 hours per week of work in a job that has the potential to be career-related. A school counselor supervises the students, who receive quarterly grades.

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Gaining Administrative Support

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Interdisciplinary and interagency collaboration and cooperation that promote quality vocational education for students, regardless of gender, disability, or other special learning need, is the basis of the Designated Vocational Instruction (DVI) model. In order to accomplish equitable quality vocational education, many systemic changes are necessary, not the least of which is the development of relevant vocational curriculum. In order to realize these changes, administration must take ownership and responsibility for the DVI program and process. District philosophy, program objectives, and staff roles should be specified in school board policy. Systemic change can only take place when sanctioned by changes to board policy and implemented by administrative actions.

However, if school administration has not had the benefit of training in the DVI model, it may lack an appreciation of its contribution to district goals and obligations. Thus, interest in adopting a DVI model in a school district is typically spearheaded by teaching staff members, not administrators. Therefore, education leaders must place a high priority on gaining administrative support. The DVI instructor is the DVI model expert, so her or his initial and essential role is to engender and foster the district's commitment to the DVI program.

The DVI instructor should be well-versed in the model, maintain data to support the approach, and develop informational material from local needs assessments and committee results to share with the board and administration. The DVI instructor, along with the Director of Special Education/Pupil Services should propose changes in board policy that are necessary to implement the DVI approach.

The DVI instructor should discuss intricacies of the DVI model and the results of school system needs assessments with the director. The expectation is that the director, with the respective administrative staff, will formally establish the interdisciplinary cooperation and interagency linkages and process inherent to the DVI role.

The DVI instructor should not shoulder administrative responsibilities but instead should constantly keep administrators informed of DVI activities, obstacles, and suggested solutions. The DVI instructor should ask for system decisions **in writing** from administrators, making copies of the request for all parties involved in the decision. This documenting process emphasizes the importance of the need for a policy or procedure development and to alert interested staff members of a significant interdisciplinary issue.

Pursuant to state law, school boards carry the ultimate decision-making responsibility over fiscal allocation. The use of all categorical financial aids (special education, at-risk, Carl Perkins, Chapter 1, and so forth) is typically prescribed by state rules, although a variety of annual grants also can fund projects. Because administrators are charged with developing budgets for their program areas, it is incumbent upon DVI instructors to keep their directors informed of anticipated program costs, such as community transportation (students and staff), special materials, supplies and assistive devices necessary for vocational program participation, interagency meeting costs, specialized evaluations (functional), speakers, workshops, and inservices.

Richard C. Lombard, a professor in the Department of Special Education at the University of Wisconsin-Whitewater, recommends that educational leaders promoting a DVI approach within their school district should develop an action plan to share with school administrators. This action plan outlines in detail the major goals and activities the educator has prioritized for implementation during the forthcoming academic year. The intent is to

- provide administrators with local data and issues related to vocational education and students with disabilities, as well as case studies of prior graduates and those who left school;
- acquaint administrators with the DVI model and transitional planning; and
- generate administrative feedback regarding the feasibility of the goals and activities prescribed on the proposed DVI action plan.

Administrative feedback is invaluable to the change process. As DVI instructors discuss the proposed plan with administrators, mutual ownership should be pursued. The resulting shared responsibility is a fundamental prerequisite to lasting change within any school system. If not achieved, the probability of generating ongoing support from school personnel, parents, and students may be very low.

DVI Instructor's Role

The DVI instructor serves as a catalyst for change in numerous ways. First of all, the instructor needs to meet with school board members and key administrators to present the goals and activities related to the DVI model. To conduct effective initial meetings with local administrators, the DVI instructor or other interested staff member must address the long-term implications of the proposed change effort. The initial meeting will provide administrators with sufficient information from which their support can grow. For example, the DVI instructor should

- provide administration with background, intent, and purposes of the DVI model.
- share national, state, and local follow-up data regarding the post-school outcomes of students with disabilities.
- share the scope of existing local career and vocational programming options for students with disabilities.
- compare existing curricular options with expected outcomes associated with the DVI approach.
- relate the conceptual DVI model to the broader focus of transitional programming and planning.
- discuss the DVI model in terms of career development.
- present administrators with evidence that parents, students with disabilities, and vocational, regular, and special education personnel support the goals of the DVI approach.

The DVI instructor should obtain a verbal commitment from local administrators to implement the DVI model. After local administrators have learned about the need, features, and expected outcomes of the DVI approach, they should be asked to speak about the proposed changes. The following techniques will encourage their ownership of the DVI approach:

- Allow each administrator the opportunity to verbalize his or her perceptions of the DVI concept and local need for this approach.
- Ask administrators to share their concerns about potential barriers to implementation.
- Encourage administrators to identify how they can participate in the resolution of their concerns.
- Ask participants to individually express their level of proactive or reactive support for the DVI approach.

Keep key administrators and school board members informed of ongoing developments and solicit their participation and support throughout the implementation process. Once the DVI concept has been implemented, strive to maintain a high level of administrative support. As the DVI concept expands to include more vocational programs and students, new issues and barriers will arise. If administrators keep abreast of new developments, they will be in a much better position to rectify any problems. As indicated in Chapter 6, an internal steering committee could initiate a comprehensive transitional model. The steering committee represents a small number of concerned people, such as special educators, vocational educators, parents, and administrators who want to establish a broad base of support for activities related to transitional planning. This committee maintains administrative support once it has been established. Moreover, if the level of initial support from administrators is less than it needs to be, the steering committee can work to strengthen the support and to maintain it long after the innovation has been adopted. To achieve these ends, the steering committee can

- invite representatives from the local administration to serve on a DVI advisory committee or task force;

- appoint a DVI advisory committee representative or task force member to serve as liaison to the school board;
- share relevant changes and concerns with local administrators regarding DVI implementation;
- inform administrators about relevant legislation regarding mandates for career and vocational education, vocational assessment, and formal transitional planning; and
- provide information regarding federal, state, and local funding sources.

The long-term benefits of solid support from district administrators cannot be overstated. DVI instructors in Wisconsin rank administrative support as one of the top variables influencing the success or failure of the change process. The strategies prescribed in this chapter are by no means the only ones that can be used. They can, however, provide interested staff members with an outline to follow as they work toward full implementation of the DVI model.

The Role of Administration

Research suggests that for any program to be successful, "the principal or other administrative personnel provides leadership by demonstrating commitment to goals, coupled with flexibility in pursuing them. There is also an emphasis on outcomes over procedures, high levels of informal interaction, and the use of problem solving and program evaluation techniques.... Effective schools also have clear and consistent policies that emphasize shared responsibility for the overall school climate. Administrators and teachers in effective schools communicate expectations for success" (Bickel and Bickel, 1986).

In the typical organizational model employed in school districts, administrators are delegated the authority and responsibility for

- developing and implementing policy,
- promoting educational goals they deem important,
- designing programs,
- allocating staff,
- promoting specific instructional techniques,
- setting building and staff schedules,
- providing staff development opportunities,
- promoting the type and degree of parental and community involvement in the school, and
- establishing staff and student performance expectations.

The implementation of these responsibilities will determine the quality and effectiveness of the DVI program. Randolph B. Tarrier, a professor at City University in New York, conducted research in the state of New York to determine which administrative and organizational practices appeared to contribute to effective occupational education for students with disabilities who were mainstreamed into vocational education programs. His findings, in their order of importance, are listed in the following pages.

Program Organization and Structure

- Close working relationships and close physical proximity between vocational education and special education departments facilitate frequent formal and informal meetings.
- A designated staff member coordinates vocational education, special education, and home schools to avoid confusion about student selection, transportation, and curricular changes.
- Continuing communication (formal and informal) among program staff and with ancillary staff is crucial, because changes in student schedule needs, timetables, or other situations often require instant decisions.
- School district board and administrators need to allow program flexibility, that is, modifications in regulations and operating procedures. Procedures must be subordinated to student needs.
- An operating general advisory council informs school staff of the mainstreaming plan's philosophy and action and involves diverse education professionals.

Professional Training Activities

- Department proximity can provide opportunities for informational meetings between vocational education and special education staff. Blending staffs allows for smooth adjustments in support services, schedules, or other instructional strategies and changes. It also provides a way to help both staffs understand their mutual needs.
- Staff teaching students who are deaf and hard-of-hearing will need inservice training on effective communication techniques that use sign language and assistive technology.
- Summer workshops for vocational education teachers and teacher aides, who frequently have little experience with students with disabilities, can bring immediate and extensive benefits.

- Inservice training on disability characteristics and appropriate instructional strategies for teacher aides is necessary to implement Individualized Education Programs (IEPs).
- Effective program administrators understand the need for continued staff growth and provide stipends or credit for participating in professional training activities. Providing staff development funds can encourage attendance.
- Professional program evaluators can be hired to provide direction for change and improvement.
- Conduct regular staff meetings for teachers, teacher aides, support staff, and coordinators to discuss individualization for students.
- Special education staff can act as consultants to vocational education by providing ideas and suggestions for new approaches to curricula.

Personnel

- Program support is provided by the addition of coordinators, teacher aides, and support services. Programs will function poorly without additional support.
- Empathy is an important characteristic to consider during teacher recruitment; staff selection is central to program success. All teachers need to be empathetic to their students' needs, but those who teach students with disabilities should be especially understanding.
- Recognize the pupil support staff as competent, helpful, and accessible to regular education staff members.
- Administrators who acknowledge the importance of medical support staff will provide on-call physicians, nurses, and psychologists.

Mainstreaming Program Design

- Introduce mainstreaming in elementary school through special education as a systemwide program philosophy.
- Clearly defining mainstreaming focus, along with carefully matching students to their vocational programs, improves program success.
- Providing prevocational training in special education programs helps students make the transition from special education to vocational education.
- A commitment to individualization guarantees that each student enjoys the least restrictive learning environment.
- Provide continuing program evaluation. Performance data coupled with flexible programs allow diagnostic changes to be followed by immediate program changes.
- Focus on skill development in vocational education and social and emotional development in special education. Use the vocational classroom to achieve socialization goals as well as skills development.
- Practice team teaching by having teams of vocational education and special education teachers share course responsibility.
- Provide a multi-occupational or exploratory course. Transition from the environment of special education to vocational education is a key element in long-term program success. The sink-or-swim approach is suspect.
- Communicating with the student's special education teacher is essential.
- Conduct special employability lessons for students with disabilities. Give equal attention to work attitudes and skill development.
- Provide ongoing evaluations through specially designed competency modules. Emphasize skill mastery as opposed to spending specific amounts of time on each topic.
- Place students realistically in terms of their strengths and weaknesses. Conduct job placements within a developmental model; emphasize successful moves up the career ladder.

Support Services

- Pupil personnel staff are competent, helpful, and can participate in student selection and in the ongoing evaluation process.
- Cooperative working arrangements between special education and vocational education teachers involved in multi-occupational experiences enhances transition for students.
- Support services must expand to meet increasing student needs. Expand counseling to include special needs, work experience, and liaison between special education and home schools.
- Because affective or emotional development is equally important for skill development, participate in developing individual programs for students and pay particular attention to student attitudes.

Community Relations

- Recognize and cooperate with family advocacy groups; family support for school philosophy is an important factor in successful programs.
- Expand use of social and vocational service agencies. Help students connect with agencies that are available to students and graduates with disabilities.

- Establish community contact with adult education programs and vocational colleges. Community support is a factor in successful programs.
- Good relations with local groups like the PTO or Chamber of Commerce can provide easier acceptance of graduates into society and the workforce. Therefore, staff involvement with local groups benefits the school.
- Students may find more employment opportunities through increased contact with the Division of Vocational Rehabilitation (DVR) of the state Department of Health and Social Services or with Job Services. This option indicates the importance of the final goal of employability.
- Recognize the need to regularly supply the community with program updates. Community support of a program that includes graduate employment is vital.

John Gugerty, Senior Outreach Specialist for the Center on Education and Work at the University of Wisconsin-Madison's School of Education, conducted a comprehensive survey of exemplary vocational education programs for students with disabilities. This study reviewed 12 programs around the country that incorporated many administrative configurations. Analysis of the administrative practices among the 12 programs isolated three common features (Cox, French, and Loucks-Horsley, 1987).

- Senior administrative staff identify the need for a new program, conceive a program to address the need, and then hire a staff person to coordinate it.
- A district level staff member with substantial responsibility and authority can lead change effort and enlist the help of others.
- A teacher initiates the change effort but, because of already heavy daily responsibilities, transfers the leadership role to a management team that can oversee the project's implementation.

As innovations are implemented, different types and levels of administrative support are needed from within the institution. However, some researchers argue that administrators need the leadership and support of other educators to maintain high program standards in their districts. They distinguish "leadership" from "administration." "Leadership," they say, focuses on actions necessary to bring about change in current operations, rather than only on formal authority and chains of command (Cox, French, and Loucks-Horsley, 1987). Figure 3 depicts specific administrative functions necessary to accomplish program innovation; in this case to make the DVI model operational.

Figure 3

Leadership and Support Functions in the Three Phases of School Improvement

Initiation

- assess needs, strengths, and resources
- assess current practices
- set clear goals, objectives, and expectations
- select or develop a new practice
- create awareness
- assign roles and responsibilities
- establish commitment
- develop game plans
- allocate resources
- provide materials
- arrange training
- make schedule and organizational changes in school
- help teachers plan implementation

Implementation

- provide initial training
- provide problem solving-and trouble-shooting support
- provide follow-up training
- monitor classrooms for use
- evaluate implementation outcomes
- evaluate ultimate outcomes

Institutionalization

- train new or reassigned staff
- conduct follow-up and refresher sessions
- incorporate program into curriculum guidelines
- purchase new materials and supplies routinely
- establish a budget line item

Source: Cox, P.L., L.C. French, and S. Loucks-Horsley. *Getting the Principal Off the Hotseat: Configuring Leadership and Support for School Improvement.* Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands, 1987.

Administrators interested in "institutionalizing" the DVI model in the school district should bear in mind the following factors associated with program success and should tailor their leadership, delegation of authority, and support accordingly.

- Champions for change at the building level need to pay considerable attention to gaining acceptance for their innovations at the district level, especially if the change is big.
- Outsiders who would foster improvement need to make sure the innovation is a good match at both the district and building levels.
- District staff members must also use their leadership roles to engage building staff members in meaningful change efforts.
- Successful change efforts exhibit redundancy. That is, more than one person at a site carries out a particular function. Ordinarily assumed to indicate inefficiency, redundancy requires two important factors associated with successful change. One is that a configuration of leaders and support-givers—constituting a critical mass—actually exists and cares about the innovation. The second factor is that in-depth discussion about the innovation occurs.
- Leadership and support are not provided in a top-down fashion, but mutually and in weblike fashion to all participants.
- Someone, or a group, is in charge of the change effort from beginning to end.
- The innovation or new practice is worth the effort that change requires.
- Teachers take on leadership and support functions in many sites and successfully used new practices.
- Many hands are mobilized to do the extra work of change.
- Successful sites make long-term organizational plans.
- Leadership and support takes many forms and comes from many sources.
- Leaders and support-givers in successful sites give assistance and receive it.
- The collaboration and support structures of successful change efforts are models for routine district and school operations, not a single recipe for who should do what.

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Curriculum-based Vocational Assessment

3

Individuals with disabilities experience difficulty making the transition from high school to postsecondary training and employment. Richard C. Lombard, a professor in the Department of Special Education of the University of Wisconsin-Whitewater, wrote in 1988 that individuals with mild disabilities in Wisconsin have trouble finding adequate training or employment following high school. One study he cited showed that only one-fifth of secondary students with mild disabilities receive formal or informal vocational assessment as part of their high school educational experience.

Overview

Appropriate vocational assessment allows students to discover the occupations they prefer and the programs that suit them best. Just as formal transition planning cannot occur without vocational assessment data, vocational assessment results are relatively meaningless unless they are a part of transitional planning. Indeed, vocational assessment can only have maximum impact if it leads to appropriate curriculum planning.

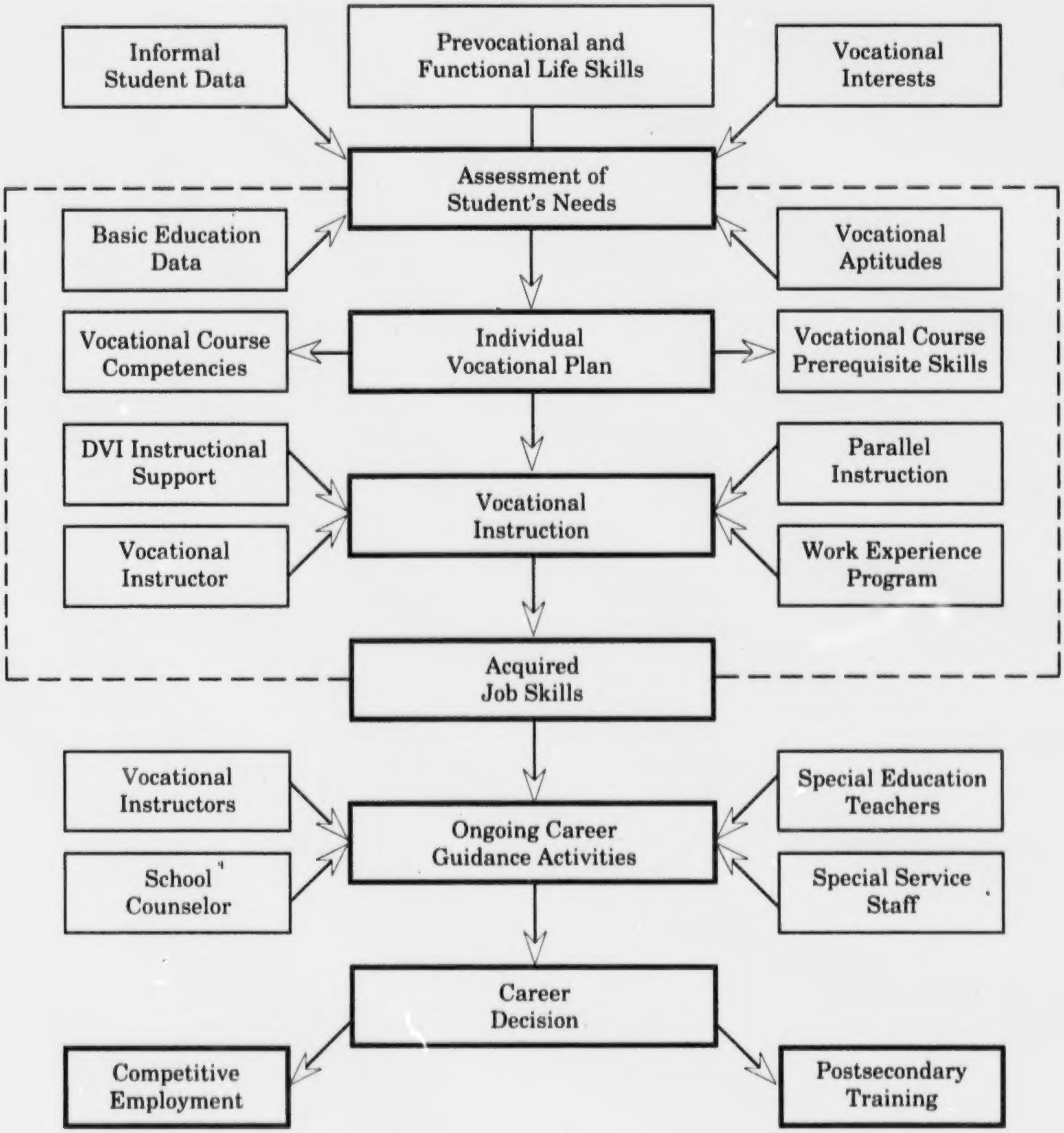
Vocational assessment has been defined as "a comprehensive process conducted over a period of time, involving a multidisciplinary team...with the purpose of identifying individual characteristics, education, training, and placement needs, which provide educators with the basis for planning an individual's program" (Sarkees and Scott, 1985). DVI instructors can develop a successful districtwide vocational assessment process for students with disabilities when they integrate related components—such as Individualized Education Programs (IEPs), program placement, instruction, transitional planning, and follow-up procedures—into a systematic, collaborative effort. Figure 4 diagrams how to integrate assessment and transition activities.

While developing the vocational assessment process, the DVI instructor should consider the following:

- Local employers need employees with relevant vocational educations.
- Staff make student planning decisions based on data.
- Students make decisions about their goals based on data.
- Curriculum-based vocational assessment is effective, valid, and reliable.
- Individualized goals and instruction improves the employment opportunities of people with disabilities.
- Mainstreaming is a valuable educational technique.
- Vocational assessment must occur within the context of a comprehensive K-12 career development curriculum.
- Vocational assessment is an integral component of educational programming and transitional planning.
- All educational programs throughout a student's education must be responsible for, and benefit from, the results.
- The validity of vocational assessment is based on its impact on educational programming and development of postsecondary placement.
- Vocational assessment should focus on student strengths and complementary programming.

Figure 4

Vocational Programming Components Platteville High School



Informal Student Data
Prevocational and Functional Life Skills
Vocational Interests
Assessment of Student's Needs
Basic Education Data
Vocational Aptitudes
Vocational Course Competencies
Individual Vocational Plan
Vocational Course Prerequisite Skills
DVI Instructional Support
Parallel Instruction
Vocational Instruction
Vocational Instructor
Work Experience Program
Acquired Job Skills
Vocational Instructors
Special Education Teachers
Ongoing Career Guidance Activities
School Counselor
Special Service Staff
Career Decision
Competitive Employment
Postsecondary Training

Source: Marvin Wurth, Special Education Instructor, Platteville School District, Platteville, WI.

- The vast majority of vocational assessment data can be obtained using established procedures that represent the best educational practices for all students.

Assessment practices built on the preceding assumptions differ in scope and purpose from the evaluation model common to the field of vocational rehabilitation, experiences, and aptitudes (Ianacone and LeConte, 1986). In most cases, rehabilitation evaluations match the interests, aptitudes, and experiences of adults with disabilities with potential training or employment opportunities. Data from work samples, simulated job tryouts, and an array of psychometric instruments are a part of rehabilitation services for adult clients, who often require them as a result of traumatic injury or developmental delay (Peterson and Hill, 1982). The evaluation procedures common to vocational rehabilitation provide an invaluable service to those in need of training, retraining, or employment counseling. However, the rehabilitation model is not as effective for students due to the following reasons:

- Many psychometric instruments used by rehabilitation personnel to evaluate occupational interest and vocational aptitude have not been standardized for students (Fuchs and Fuchs, 1987).
- Many instruments commonly used by rehabilitation professionals have not been standardized for people with disabilities (Fuchs and Fuchs, 1985).
- Many evaluation approaches used in rehabilitation, such as work sample testing and situational job tryouts, may relate highly to the world of work but fail to reflect student familiarity with employment situations and skills (Ianacone and LeConte, 1986).
- The time constraints of the rehabilitation evaluation model (usually five to ten days) do not accommodate the programming demands of high school vocational courses, which are usually one or two semesters in length. Consequently, the rehabilitation model generates little assessment data that relates to the curricular or instructional features of a particular middle school or high school vocational program.

In general, vocational assessment for educational planning purposes varies according to who conducts it, as well as in its degree of formality, length, and breadth. Formal standardized assessments of intelligence, aptitude, and interests may follow informal assessments.

Using Assessment Data

Instructors who ask the evaluator pertinent questions and who appropriately interpret the results can integrate vocational assessment results into the instructional process. Questions often set the tone of the reports. For example, if vocational evaluation reports are not specific, the instructor conducting the evaluation probably asked vague and general questions. To avoid unclear reports, questions should focus on observable difficulties. They should state the difficulties precisely and be supported by any relevant informal assessment and observational data the teacher can supply.

In reviewing vocational assessment results, consider the following:

- math and reading levels;
- comments about student persistence, attitude, and behavior;
- descriptions of the student's preferred learning style, speed of learning, and accuracy (including what new skills the student learned and the conditions under which this learning occurred);
- physical capacities (endurance, strength, and coordination) and limitations;
- vocational interests, aptitudes, and experiences; and
- the answers of any specific questions asked in the referral.

This information should be interpreted in the context of

- the student's feelings about entering a specific program,
- jobs within a vocational area for which the student could train, and
- short-term objectives that the student could achieve.

If assessment results do not make sense, ask the evaluator or other knowledgeable person for a clarification. Misinterpretation of student performance in vocational assessment can result from specific factors possessed by either the student or evaluator. Misinterpretation of student factors results from

- previous experience with assessment,
- level of motivation to perform well,
- degree of rapport with the tester,
- test content that might favor individuals from specific backgrounds but is not related to the performance criteria, and
- emotional and attitudinal responses to the assessment process.

Evaluator or instructor misinterpretation arises when results are poorly interpreted and the inaccurate interpretations are then used as a basis for making decisions (Wentling and Lawson, 1975). Observational assessments are especially vulnerable to such problems and are affected by the following factors:

- The halo effect is a tendency to rate all categories high due to the student's
  - past record—previous work applies to the present;
  - compatibility—evaluators rate those they like higher;
  - skills excellence—"If she can do that so well, she must perform well at other skills"; or
  - timing—a good job yesterday has more value than a good job last week.
- Severity errors lead to low ratings due to
  - perfectionism—expectations may be too high;
  - conflicts—an individual may disagree too often;
  - guilt by association—the student shares a trait of a known poor performer; or
  - dramatic incidents—a recent mistake can cause instructors to disregard a year's good work.
- Central tendency errors occur when the evaluator views all of the person's assessed qualities as mediocre or average, regardless of whether this accurately reflects the person's performance.

Additional factors that can improperly influence the interpretation and use of assessment results include stereotyping students and confusing facts with inferences or judgments. Stereotyping results from prior experience with the student's older siblings, the student's physical appearance or style of dress, or the degree to which the student reflects the instructor's or evaluator's values or expresses antagonistic values.

Instructors sometimes confuse facts with inferences or judgments. Facts refer to quantifiable data or verifiable information. Inferences are conclusions, interpretations, or generalizations based on data. Judgments are decisions about what should be done in the light of relevant data and inferences. For instance, it is a judgment to say, "Kathy should be placed in a self-contained class for students with cognitive disabilities." It might be based on the inference that Kathy could not succeed in a regular class. This inference, in turn, could be based on data that indicate her reading level is 5.0, her math level is 4.0, and her Wechsler Adult Intelligence Scale I.Q. score is 69. The math, reading, and IQ scores are examples of data that could be verified or disproved by retesting. Bias can creep in when professionals mistake their inferences for factual data; for example, "Charlie is unmotivated." The fact may be that Charlie did not attempt to complete any of his assignments for a week. One cannot assume that the first inference that comes to mind is the only possible one, or that it is even accurate.

Judgments are even more prone to error because they are even further removed from the factual information upon which they are, or should be, based. The judgments of professional educators and evaluators have far-reaching consequences for students with disabilities. Great care must be taken to ensure that judgments—such as, "Kathy must be transferred from the program" or "Because Charlie is unmotivated and unproductive, I can't teach him anything"—are grounded in a number of tightly reasoned inferences. These inferences, in turn, are based on substantial amounts of valid and verifiable information.

Thus, although some assessment instruments might be invalid for students with disabilities, the greatest sources of inappropriate assessment are the people who do the assessment and the people who make educational decisions based on the assessment results. The following questions can help those involved determine assessment program effectiveness as a whole with greater clarity.

- Do the assessment results make any difference in determining vocational placement? For example, if all students with cognitive disabilities completed a battery of vocational interest tests, aptitude tests, and work samples and were placed in food service, janitorial, or laundry programs, the value and goals of the assessments should be questioned.
- Does the evaluator consider the distinction between learning a skill and performing it once it has been learned? Many commercial vocational assessment systems do not make this distinction. If it is not considered, the assessment results may be misleading or useless. If this distinction is considered, does the assessment include systematic training procedures and techniques to measure their effectiveness?

Vocational evaluation must look at both skill acquisition and use. If work sample evaluations examined not only how well and how fast a person performed, but also the length of time and training conditions necessary to learn new tasks, the resulting information would be more helpful to all staff members who design and implement training programs for students with disabilities.

Informal assessment differs from formal assessment in its objectives, setting, evaluator, and materials. Data collection by anything other than norm-referenced or criterion-referenced standardized tests (for example, observations, interviews, or teacher-constructed tests) is considered informal assessment. Informal assessment identifies students with learning problems, diagnoses their academic strengths and needs, and provides information to help plan lessons for individual students. The teacher normally conducts this type of assessment in a classroom setting. Materials actually used in class or materials similar to those used in class are part of the process. Informal vocational assessment resembles an instructional technique known as curriculum-based assessment (CBA). These procedures are similar in practice but function differently.

Curriculum-based Vocational Assessment

"Curriculum-based assessment (CBA) holds that each student's needs are defined in terms of the context of his or her local educational program...Curriculum-based assessment simply measures the level of achievement of a given student in terms of the expected curricular outcomes of the school" (Tucker, 1985).

CBA has also been defined as

- directly observing and analyzing the learning environment,
- analyzing processes used by students when they approach tasks,
- examining student work to find error patterns and modify instruction, and
- controlling and arranging tasks for students (Salvia and Ysseldyke, 1988).

CBA, also called diagnostic teaching, continuously answers questions about instructional and special needs services as students enter and progress through educational programs.

A specific assessment technique known as curriculum-based vocational assessment (CBVA) allows instructors to assess the vocational needs of students with disabilities in class through observation, knowledge and performance testing, and interviews. CBVA combines the concepts of curriculum and assessment to encompass many activities that result in placing students in appropriate vocational programs and helping instructors teach them effectively. Curriculum, here, denotes vocational programs and their associated instructional ecology. Assessment denotes a continuous process that changes its instrumentation, format, and interpretation, depending on the purposes for which it is being conducted (Albright and Cobb, *The Journal of Vocational Special Needs Education*, 1987).

Assessment often centers around vocational programs, because student needs are best determined within a performance context. CBVA is a process that

- provides the information staff members need to help students select and plan vocational programs as students progress through programs, and during their transition from school to employment or further training.
- ties directly to vocational education curricula.
- increases student educational and employment success through collaboration between vocational and special education instructors.
- uses informal and direct procedures to determine student achievement in local vocational education programs.
- adapts to community-based training environments (Albright and Cobb, 1988).

Once educators agree that assessment is a necessary component of vocational education for students with disabilities, they will ask questions about how to initiate the program. Because assessment provides information necessary for appropriate decisions, data collection is the starting point.

Assessment Data Collection

CBVA data collection procedures can be organized around three critical junctures or phases (Albright and Cobb, 1988). Assessment data can be collected

- before individual students enter vocational programs or courses to help them select appropriate programs **(referred to as phase 1 data).**
- while students are enrolled in a vocational program to monitor progress **(referred to as phase 2 data).**
- before students complete their programs and in conjunction with transitional planning **(referred to as phase 3 data).**

Assessment data gathered to plan student programs should answer the following two questions:

- Is this student eligible to receive support services in his or her vocational education program?
- In what areas of instructional remediation should support personnel focus to ensure success

for a particular student in that program? CBVA helps staff members determine the nature and intensity of support services and performance criteria for individual students.

Because federal law mandates the IEP process for all students with disabilities, it makes sense to fit assessment within this already established framework. Valid education and transition plans require assessment data. Once assessment team members decide what assessment strategies an individual student needs, they can arrange for these activities to begin. DVI instructors, however, must be wary of using assessment results as the pinnacle of success for students with disabilities. Individuals often underachieve when tested; they rarely perform above their capabilities. There are many reasons for student underachievement. Thus, DVIs should observe the behavior, performance, and achievement of students over several weeks and in various situations to obtain accurate assessments of their ability to succeed in a vocational class.

Collecting Data before Students Select Their Vocational Programs

Selecting programs for individual students requires student-centered information as well as data pertaining to the vocational curriculum. Collecting pertinent phase 1 data ensures that students with disabilities

- are in the most appropriate vocational program,
- acquire entry-level vocational skills, and
- receive adequate instructional support once placement occurs.

Exploratory activities help lead to program placement. These activities include

- minicourses,
- eighth-grade career days,
- orientation,
- a tour of the educational facility and an explanation of how the vocational program works,
- discussions between vocational instructors and prospective students,
- actual job tryouts, and
- job shadowing (Albright and Cobb, 1988)

Instructors should plan these activities along a specific timeline, assign them to specific individuals who will assume responsibility for them, and require systematic use of their results. Gathering and compiling data from these activities and reviewing student records often determine whether students need support services. A "content-specific survey" will target areas for remediation in relation to vocational curricula. Here is a process for teachers to follow in a student-curriculum interaction.

- Decide what to assess.
- Select or develop a skill hierarchy for each skill to be assessed.
- Select or develop the survey instrument (Cobb and Larkin, 1985).

For example, many vocational instructors at the Southwest Oakland Vocational Education Center (SWOVEC) in Wixom, Michigan, assess all students in math and reading at the start of each semester. Special needs teaching aides administer the Botel Reading Test; SWOVEC staff members develop math tests according to curriculum demands. This practice removes any stigma associated with special education and often leads to surprising results. These instructors often identify students who need extra help but were not special education students and can then intervene in their educational planning (Gugerty, et al., 1988). Their assessment procedures are as follows:

- Prepare students for the test (that is, adjust the environment).
- Administer the instrument and watch performance and process rather than focusing on the score. For hands-on tests, consider letting students practice, take the test, and retake as necessary until they feel satisfied with their own performances.
- Note errors and performance styles.
- Analyze findings and summarize results to hypothesize about supportive needs.
- Hypothesize reasons for error and determine areas to probe.
- Complete record-keeping forms and generate teaching objectives. Include these objectives on the student's IEP.

Listing student-centered variables will help educators document student remediation needs. The Community/Curriculum-based Vocational Assessment/Training (C/CBVA/T) Student Profile (figure 5) provides a format the DVI instructor can use to systematically document student competencies. This profile categorizes information according to

- personal characteristics,
- work tolerance factors,
- performance skills,
- functional academic skills,
- time and travel factors,

Figure 5

Community/Curriculum-based Vocational Assessment/Training Student Profile

Student | Age | Date

Parent/Guardian | School

Case Manager | Level of Service | Social Security No.*

Check only one item per heading except as appropriate. Base selections on observations of the student, interviews with significant persons in his/her life (parents/guardian, school personnel, social workers, employers), and recent reports by professionals.

1. *Personal Characteristics*

Personal Appearance

☐ Unkempt/poor hygiene
☐ Unkempt/clean
☐ Neat/clean but unmatched
☐ Neat/clean and matched

Comments: ______

Behavior

☐ Many unusual behaviors ☐ Few unusual behaviors ☐ No unusual behaviors

Comments: ______

Aggressive Speech/Behavior

☐ Hourly ☐ Daily ☐ Weekly ☐ Monthly ☐ Never

Comments: ______

Handling Stress/Criticism

☐ Resistant/argumentative
☐ Withdraws into silence
☐ Accepts criticism/does not change behavior
☐ Accepts criticism/changes behavior

Comments: ______

Communication

☐ Uses sounds/gestures
☐ Uses key words/signs
☐ Speaks unclearly
☐ Communicates clearly

Comments: ______

---

*Collection of social security number is voluntary and is used solely for validation purposes and will not be released without written permission.

Attention to Task/Perseverance

☐ Frequent prompts required
☐ Intermittent prompts/high supervision required
☐ Intermittent prompts/low supervision required
☐ Infrequent prompts/low supervision required

Comments: ______________________________

____

Acceptance of Change

☐ Rigid routine necessary
☐ Adapts to change with great difficulty
☐ Adapts to change with some difficulty
☐ Adapts to change easily

Comments: ______________________________

____

Personal Safety

☐ Totally vulnerable
☐ Unaware of potential dangers
☐ Aware of potential danger, but doesn't take precautions
☐ Aware of potential danger, able to take preventative measures

Comments: ______________________________

____

Social Interactions

☐ *Appropriate* ☐ *Inappropriate*

☐ Does not interact
☐ Seldom initiates social interactions
☐ Polite response only
☐ Frequently initiates social interactions

Comments: ______________________________

____

2. *Work Tolerance*

Endurance

☐ Works less than 2 hrs/no breaks
☐ Works 2-3 hrs/no breaks
☐ Works 3-4 hrs/no breaks
☐ Works more than 4 hrs/with break
☐ Takes unnecessary breaks

Comments: ______________________________

____

Strength: Lifting/Carrying

☐ Can't lift (clarify in comments)
☐ Weak (4-5 lbs.)
☐ Fair (10-20 lbs.)
☐ Average (30-40 lbs.)
☐ Strong (50+ lbs.)

Comments: ______________________________

____

3. Performance Skills

Initiation of Work

☐ Avoids next task
☐ Waits for direction to work
☐ Sometimes initiates next task
☐ Always initiates next task

Comments: ____

____

Independent Task Sequencing Ability

☐ Cannot perform tasks in sequence
☐ Performs 2-3 tasks in sequence
☐ Performs 4-6 tasks in sequence
☐ Performs 7+ tasks in sequence

Comments: ____

____

Discrimination of Work Supplies

☐ Cannot discriminate work supplies
☐ Identifies work supplies with cues
☐ Distinguishes between work supplies

Comments: ____

____

Independent Work Rate

☐ Slow
☐ Average/steady
☐ Average/at times fast
☐ Always fast

Comments: ____

____

4. Functional Academic Skills

Reading Grade Level ____________

☐ None
☐ Simple words/signs only
☐ Simple texts only
☐ Newspapers/magazines

Comments: ____

____

Math Grade Level ____________

☐ None
☐ Simple counting only
☐ Addition/subtraction/whole numbers
☐ Multiplication/division/whole numbers
☐ Decimal/fraction/mixed numbers

Comments: ____

____

Money Skills *(Check highest skill)*

☐ None
☐ Recognizes coins/bills only
☐ Knows coin/bill values
☐ Counts money
☐ Makes change from $1
☐ Makes change from all bills

Comments: ____

____

Writing (Check highest skill)

☐ None
☐ Prints name
☐ Signs name/cursive
☐ Writes lists/simple notes/messages
☐ Writes letters/compositions

Comments: ____

____

5. Time / Travel Factors

Preferred Work Schedule

☐ Negotiable days/hours
☐ Part-time M-F days
☐ Part-time nights/weekends
☐ Full-time M-F days
☐ Full-time/nights/weekends

Comments: ____

____

Transportation Availability

☐ None
☐ Access to travel services
☐ Family will transport
☐ Lives on bus route
☐ Provides own (bike, car, walks)

Comments: ____

____

Travel Skills

☐ Needs bus training
☐ Uses bus independently/no transfer
☐ Uses bus independently/makes transfer
☐ Able to make own travel arrangements

Comments: ____

____

Street Crossing Skills

☐ None
☐ Crosses streets/no light
☐ Crosses streets/light

Comments: ____

____

Time-Telling Skills

☐ Unaware of time/clock function
☐ Tells time to the hour
☐ Identifies breaks/lunch time
☐ Tells time in hours/minutes
☐ Uses digital watch
☐ Uses analog watch

Comments: ____

____

Orientation to Work Space

☐ Small work area
☐ Several rooms
☐ Entire building
☐ Building and grounds

Comments: ____

____

Mobility

☐ Poor ambulation/sit/stand in one area
☐ Fair ambulation/no stairs/obstacles
☐ Good ambulation/stairs/minor obstacles
☐ Fully ambulatory/no restrictions

Comments: ____________________

____

6. *Other Relevant Factors*

Reinforcement Needs

☐ Frequent reinforcement during tasks
☐ Daily reinforcement
☐ Weekly reinforcement
☐ Paycheck only

Comments: ____________________

____

Family Support of Client Working

☐ Negative about work
☐ Supportive of work with reservations
☐ Daily reinforcement
☐ Very supportive of work

Comments: ____________________

____

Client's Financial Requirements

☐ Unwilling to give up financial aid
☐ Requires job with benefits
☐ Needs part-time job to avoid loss of financial aid
☐ No financial concerns

Comments: ____________________

____

7. *Medical Concerns*

Seizure Disorder

☐ No ☐ Yes/controlled ☐ Yes/uncontrolled

If yes, provide type and description ____________________

____

Other Medical Conditions/Physical Problems

☐ No ☐ Yes

Describe if yes ____________________

____

Medications

☐ No ☐ Yes

Describe if yes ____________________

____

Source: Intermediate District 287, Hennepin Technical College, Plymouth, MN 55441

- other relevant factors, and
- medical concerns.

Educators should use this information to help establish goals and objectives for individual students.

Note: Several forms presented in this chapter (those designated as C/CBVA/T) evolved during a cooperative effort between Hennepin Technical College, Osseo Public Schools, and Robbinsdale Public Schools in metropolitan Minneapolis, Minnesota, to provide vocational outreach services to students with special needs. The project established community work sites with on-site vocational staff members providing assessment and student training: Exchange between classwork and community-based experience assesses skills employers want. The work experience coordinator and special education staff members receive ongoing assessment data. This information represents students' present performance levels as they relate to their current education program and is applied directly to planning and instruction.

Data related to achievement scores, academic history, medical and behavioral issues, and so forth, are usually documented in a student's cumulative folder. Other student data can be documented on the student profile as soon as formal and informal assessments have been completed.

Occupational interest surveys and vocational aptitude batteries should be appropriate for middle school or high school students with disabilities. Although many standardized instruments are available, few have been normed for this target group. Their utility, therefore, is open to question. (For a critique of many of these instruments, see *A Counselor's Guide to Vocational Guidance Instruments*, Kapes, Jerome T. and Marjorie Moran Mastie, eds., Fall Church, VA: The National Vocational Guidance Association, 1982.)

In addition to pertinent data from existing files and formal assessment procedures that validate interest and aptitude levels, individual student goals and familial expectations are important factors in student assessment. Conducting informal interviews with individual students and families can readily address these issues.

Student Interview

Student interviews link data collection to successful program placement. These interviews help assessment team members develop a realistic picture of student capabilities. Educators should interview the student in an uninterrupted one-on-one situation. Interviewers who establish rapport with each student early in the interview increase the likelihood that the information represents the student's real beliefs, interests, attitudes, and goals. To ensure an accurate record, document student responses on a questionnaire (see figure 6 for a sample), or record them on a tape recorder. Although the student interview should be a free exchange of information, address eight specific issues including

- the student's attitude toward her or his disability,
- self-perception of abilities and strengths,
- occupational interests and activities,
- career awareness and experience,
- work and classroom preferences,
- educational interests and goals,
- functional skill abilities and needs, and
- her or his family's concerns.

Family Interview

A discrepancy can arise between an individual student's goals and familial expectations. This discrepancy can cause confusion, resentment, and mistrust within the family. To help understand and resolve this source of conflict, educators should communicate with families as part of the vocational assessment process. Feedback from families will also help the assessment team develop realistic educational and transitional plans for individual students. Their input at the middle school level, combined with other available data, allows the assessment team to develop a four-year educational plan. This four-year plan suggests a sequence of course work that enables students to learn prerequisite skills for postschool training or employment. Feedback from families at the high school level allows the assessment team to recommend appropriate postschool training or employment options, independent living arrangements, support from adult agencies, financial support, and so forth. (See chapter 8 for more information regarding working with families.)

Vocational Curricula

While assessment team members gather data for the student profile, they can compare the vocational requirements of courses and programs offered in the district with necessary employment skills. Due to the competency-based orientation of vocational programs, vocational educators must participate in this process. Again, collaboration between special educators and vocational educators is the most effective mechanism for collecting this data.

Student Interview Format

Attitudes toward Disability

- Do you have any sort of disability?
- Are you limited in any way by your disability?
- Are you in a special education program? Which one? Why?
- How do you feel about being in this program?
- How do your family and friends feel about it?

Abilities and Strengths

- What do you like to do?
- What do you do well?
- What compliments do you receive?

Interests and Activities

- What do you do in your leisure time? Sports? Hobbies? Church? and so forth.
- Do you have any jobs at home? What?
- What job do you think you would like to do? Why?
- What job(s) do you really think you would not like? Why?
- What do you spend your money on?

Occupational and Career Awareness

- What have you done to earn money?
- What do you see yourself doing in five years?
- Name three jobs available in your interest area.
- What are ways to find out about job openings?
- What do employers look for when they hire someone?
- What are some reasons people get fired from jobs?
- What would an employer like about you? Not like?

Work and Classroom Preferences

- How do you learn best?
- What teachers do you like best? Why?
- Do you like to work by yourself or with a group?
- On a job, would you rather sit most of the time or move around a lot?
- Would you rather work outside, inside, or both?
- How would you feel about working where it is cold? Hot? Wet? Where there is danger?
- How do you feel about jobs that use math skills such as counting money?
- What kinds of people do you not like to work with?

Educational Interests

- What courses would you like to take? Which do you not want to take?
- Would you like to enroll in vocational training now or later? What?
- What classes would help you train for (job interest area)?

Functional Skills

- If you lived by yourself and had a job, what are some of the things you would have to spend your money on each month?
- Can you use a telephone? When do you dial for emergency help?
- If you had a job, how would you get to work? Can you drive?
- Do you go shopping by yourself? What do you buy?
- If you save money, how do you do it?

Family

- How does your family feel about you having a job?
- Do they trust you?
- What kinds of responsibilities does your family assign you?
- What does your family say that they want you to do?

When choosing a survey instrument, ask

- Which skills are important?
- At what skill level must students perform?
- At what cognitive levels must students be able to perform to function successfully in class?

Identify the continuum of entry-level skills related to specific vocational courses. Listing entry-level skills on the student profile helps special education staff members decide if a student is ready to enter a specific program. By reviewing the student profile, special education staff members can detect any critical skills the student may lack. As a result, the DVI instructor can schedule students for relevant course work before placing them in a vocational program. This procedure guarantees that students have every opportunity to acquire entry-level skills before being placed and prescribes the type and intensity of instructional support each student may need to successfully complete the vocational program. (See figures 7 to 12 for sample entry-level competency documentation forms.) However, critical entry-level skills must be absolutely necessary skills rather than simply helpful ones.

While knowing what entry-level skills students possess helps make appropriate placement decisions, identification of exit-level criteria will prove to be invaluable once the student enrolls. Knowledge of exit-level criteria enables the assessment team to monitor student progress during program placement. (See figures 13 to 16 for sample exit-level skill forms.)

Phase 1 CBVA information is accumulated before a student enters a vocational program. It can provide a basis for

- identifying career and vocational goals on the IEP.
- determining student readiness for program entry.
- determining student interest in program options.
- prescribing courses that can teach students entry-level skills.
- placing students in appropriate vocational programs.
- identifying what instructional support students will need while enrolled in the program.

When the placement decision has been made and the student enrolls in a particular vocational program or course, DVI instructors should initiate phase 2 of CBVA (Albright and Cobb, 1988).

Collecting Data to Monitor Student Progress

DVI instructors use phase 2 data to monitor student performance within the vocational education classroom or lab setting, thus identifying potential problems before the student fails the course. If problems do surface, the student, vocational educator, and special educator can work cooperatively to modify instructional support levels or program requirements. If they determine that the student cannot successfully complete the course in question, they should explore alternative program options.

Student performance variables to be monitored during program participation fall into three categories: (1) behavioral, (2) academic, and (3) progress toward exit-level criteria. Phase 1 assessment helps identify a list of needed academic and behavioral skills as well as a list of exit-level criteria for each program or course. To identify what skills to monitor, the assessment team simply uses phase 1 curriculum data as a guide or reference. For example, if working in groups is an entry-level academic skill suggested by a vocational program inventory, then this skill would be evaluated throughout program participation. The sample procedure also holds true for behavioral skills and skills needed to meet exit-level vocational criteria.

After developing performance checklists for academic, behavioral, and exit-level skill categories, data collection and exchange procedures should be established. Although many recording documents and formats exist, they must include basic information to ensure efficient and strategic data collection and exchange. Such essential information would be provided by answering the following questions:

- How frequently will performance data be collected?
- Who will be responsible for evaluating student performance?
- Who will receive data after it is collected?
- Who will be responsible for modifying instructional support when necessary?
- Who will be responsible for making alternative program recommendations when necessary?

Figure 7

Student Assessment Record Form
Employability Skills/Study Skills

Name ______________________________

Skill	**Date**	**Instruction**		**Comments**
Communication Skills		*Yes*	*No*	
Asks questions when not certain of procedure	________	☐	☐	________
Communicates with peers	________	☐	☐	________
Communicates with those in authority	________	☐	☐	________
Completes questionnaire	________	☐	☐	________
Follows oral directions	________	☐	☐	________
Follows written directions	________	☐	☐	________
Identifies how to gain job-related information	________	☐	☐	________
Uses an index	________	☐	☐	________
Uses table of contents	________	☐	☐	________
Obtains notes from chalkboard/bulletin board	________	☐	☐	________
Copies and proofreads materials	________	☐	☐	________
Understands charts, graphs, tables, and diagrams	________	☐	☐	________
Reads reference material	________	☐	☐	________
Speaks clearly in a pleasant tone	________	☐	☐	________
Uses and communicates on the phone	________	☐	☐	________
Uses the dictionary—spelling	________	☐	☐	________
Uses the dictionary—definitions	________	☐	☐	________
Writes or prints legibly	________	☐	☐	________

Skill	**Date**	**Instruction**		**Comments**
Numerical Skills		*Yes*	*No*	
Applies basic measurement concepts	____	☐	☐	____
Tells time	____	☐	☐	____
Uses a calculator	____	☐	☐	____
Uses a calendar	____	☐	☐	____
Social and Work Behaviors				
Cares for work area	____	☐	☐	____
Cooperates with those in authority	____	☐	☐	____
Cooperates with peers	____	☐	☐	____
Respects others' property	____	☐	☐	____
Practices hygiene and grooming	____	☐	☐	____
Dresses appropriately	____	☐	☐	____
Work Skills				
Arrives on time	____	☐	☐	____
Demonstrates attendance	____	☐	☐	____
Exhibits organizational skills	____	☐	☐	____
Works independently with minimal supervision	____	☐	☐	____
Practices safety	____	☐	☐	____

General Comments:

____

Evaluator's Signature

Source: Flanagan, M., and J. Johnson. *Access Skills: Employability and Study Skills Assessment and Curriculum Guide*, College of Education, University of Missouri-Columbia, 1987.

Figure 8

Teacher Worksheet: Ask Questions When Not Certain of Procedure

Purpose: Assess student's behavior when given ambiguous instructions

Materials:
- Student Rating Scale: Ask Questions When Not Certain of Procedure
- To be determined by the teacher

Instructions:

1. Observe the student during a period when you provide a set of instructions in which one or more are ambiguous.
2. Rate the student's response.
3. Accept any request for information such as "What do you mean," "I don't understand," "What kind of paper," or "What kind of story?"

Sample Ambiguous Instructions:

Teacher says to student:

1. "I will tell you what I would like you to do. Do not start until I say 'begin.' "
2. "Get a piece of paper for drawing. Make sure it is the right paper. Begin."
3. "I want you to write a story for me that tells all the things you could do if you wanted to. Begin."

Criteria:

- If student has a "Yes" rating on questions 1, 2, or 3 on the rating scale, he or she does not need to receive instruction in this area.
- If student receives a "Yes" rating on questions 4, 5, 6, or 7, he or she needs to receive instruction in this area.

Student Rating Scale: Ask Questions When Not Certain of Procedure

Name: ______________________________ Date: ____________

Student Behavior	*Yes*	*No*
1. Politely asks teacher for clarification.	☐	☐
2. Asks fellow student for clarification.	☐	☐
3. Completes task correctly without asking for clarification.	☐	☐
4. Completes tasks incorrectly without asking for clarification.	☐	☐
5. Refuses to complete task.	☐	☐
6. Talks loudly without permission or is disruptive.	☐	☐
7. Exhibits other inappropriate behaviors.	☐	☐

Needs instruction ☐ Does not need instruction ☐

Signed By: ______________________ (Evaluator) ______________________

Source: Flanagan, M., and J. Johnson. *Access Skills: Employability and Study Skills Assessment and Curriculum Guide*, College of Education, University of Missouri-Columbia, 1987.

Figure 9

Teacher Worksheet (Student Rating Scale): Apply Basic Measurement Concepts

Name: ______________________________ Date: ______________

Purpose: Assess student's skill in using everyday measurement concepts.

Materials:
- Teacher worksheet—Apply Basic Measurement Concepts
- Pencil
- Thermometer and another gauge (any that does not measure temperature)
- Metric and English ruler
- Two objects of different weight
- Two objects of different sizes, lengths, and widths

Instructions:

Teacher will check right or wrong for each student.

Criteria:

Each question is either right or wrong. Student should score 5 of 7 to meet proficient status.

	Right	*Wrong*
1. Give student a metric and English ruler. Tell him or her to: "Show me which ruler measures metric units."	☐	☐
2. Give student a thermometer and another gauge. Tell him or her to: "Show me which one measures temperature (hot and cold)."	☐	☐
3. Give student two objects of different weights: Tell him or her to: "Tell me which of these is heavier."	☐	☐
4. Read the following statement to the student: "Jill weighs 70 pounds. Jack weighs 90 pounds. Who weighs less?"	☐	☐
5. Give student two objects of different sizes. Tell him or her to: "Tell me which of these objects is bigger."	☐	☐
6. Using the objects used in No. 5, tell student to: "Tell me which is longer."	☐	☐
7. Using the objects used in Nos. 5 and 6, tell student to: "Tell me which object is wider than the other."	☐	☐

Needs instruction ☐ Does not need instruction (5 points) ☐

____

Evaluator's Signature

Source: Flanagan, M., and J. Johnson. *Access Skills: Employability and Study Skills Assessment and Curriculum Guide*, College of Education, University of Missouri-Columbia, 1987.

Figure 10

Teacher Worksheet (Student Rating Scale): Social and Work Behaviors

Name: ______________________________ Date: ______________

Purpose: Rate students' behavior relating to peer and authority figures.
Materials: Student Rating Scale—Social and Work Behaviors

Instructions:

1. Rate the student on each section based on observed behaviors for one week.
2. Rate one or more sections at a time.
3. Make five observations of each behavior.
4. Look for appropriately timed behavior and if student performs behavior.

Criteria:

Four out of five observations must be yes on each item. Instruct students on all items that do not meet criteria.

Social and Work Behaviors	*Yes*	*No*
Cooperates with Peers		
Works with small groups	☐	☐
Shares materials/supplies furnished for tasks	☐	☐
Makes requests by saying "please," "thank you," and so forth	☐	☐
Speaks in pleasant tone of voice	☐	☐
Accepts help from others	☐	☐
Distinguishes when task should be done cooperatively	☐	☐
Gives help to persons needing it	☐	☐
Apologizes without being told to do so	☐	☐
Compliments/praises others for job well done	☐	☐
Cooperates with Authority/Accepts Supervision		
Does tasks when given	☐	☐
Does tasks as instructed/follows directions	☐	☐
Accepts praise by saying "thank you"	☐	☐
Accepts criticism as way to do better	☐	☐
Works alone	☐	☐
Volunteers information to solve problems	☐	☐
Asks for help when needed	☐	☐
Respects Others' Property		
Borrows materials only with permission	☐	☐
Returns borrowed materials when finished	☐	☐
Returns borrowed materials in same condition received	☐	☐
Cares for Work Area		
Puts away tools, materials, supplies	☐	☐
Disposes of debris	☐	☐
Straightens desks, tables, chairs, and so forth	☐	☐

☐ Needs instruction ☐ Does not need instruction

____
Evaluator's Signature

Source: Flanagan, M., and J. Johnson. *Access Skill: Employability and Study Skills Assessment and Curriculum Guide*, College of Education, University of Missouri-Columbia, 1987.

Figure 11

Teacher Worksheet (Student Rating Scale): Arrive on Time

Name: Date:

Purpose: To establish a baseline of student's punctuality and completing tasks on time.
Materials: Teacher rating scale—Arrive on Time

Instructions:

1. Keep a daily student record for one week to establish baseline. Then spot-check twice a week for three weeks.
2. Read the chart below, mark punctuality under the day of the week, and check in the "Yes" or "No" column.

Criteria:

A "Yes" check indicates 90 percent compliance.

Key for marking: mark the times that the student is on time.

	Week 1					Week 2					Week 3					Week 4					Meets Criteria	
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Yes	No
Arrives at school on time																						
Returns from recess and lunch on time																						
Turns assignments in on time																						
Completes assignments prior to turning in																						
Returns on time when using hall passes																						

☐ Needs instruction (Five or more tardies) ☐ Does not need instruction

Evaluator's Signature

Source: Flanagan, M., and J. Johnson. *Access Skill: Employability and Study Skills Assessment and Curriculum Guide*, College of Education, University of Missouri-Columbia, 1987.

Entrance-Level Competencies
Central High School, Westosha School District

Vocational Program: Technology Education

Course Title: Wood Tech I   Course Number: 715

Instructor: E.R. Nunemaker

Program Goals: Properly use machines; become familiar with industry lumbers, machines, and hand tools: radial arm saw, wood lathe, jointer, drills, planers, sanders, circular saws. Students complete a small project to reach these goals.

Entrance Criteria

A. Physical Skills (minimal required for entrance into the program; modifications could be made to accommodate students with disabilities.)

Skill	Description of Abilities	Modification
Walking	Move to machines	Could aid
Standing	At machines without aid	
Lifting	Able to life 10 pounds	Could Aid
Carrying		Could Aid
Bending		
Fine-motor dexterity	Able to work safely	
Speaking	Ask questions	
Other		

B. Educational Skills (minimal academic skills required for entrance into the program and modifications that could be made to accommodate students with lower skill levels.)

Math: Basic math skills; must be able to read a ruler

Reading: Seventh grade reading level

Language: Basic English skills, able to communicate or make intentions known.

C. Vocational Skills

Basic knowledge and use of tools required for program entrance:
None needed—taught in class

Knowledge of and ability to follow safety rules required for program entrance:
General rules taught in class
General maturity

Work behaviors required for program entrance:
Must desire to produce high quality of work

Other work behaviors required for program entrance:
Must show respect for classmates; be courteous in regard to sharing machines, and so forth.

D. Teaching Techniques and Modifications possible to address needs of students with disabilities:

Technique	**Accommodation**
Lecture	Demonstration for each tool, machine
Audiovisual	For each machine
Small group projects	Omit
Discussion	Reduce amount
Demonstration	Machine and tool
Study text	Coincides with demonstration
Grade level	10-12
Individual projects	Used almost exclusively

- Do students progress at same pace? ☐ Yes ☐ No

  Strategy: Design complex projects for more gifted students; work more with students having trouble.

- Evaluation criteria to determine grades:

	Yes	No
Attends class	☐	☐
Punctual	☐	☐
Demonstrates knowledge proficiency on written/oral tests	☐	☐
Applies basic skills	☐	☐
Applies learned skills	☐	☐
Other	☐	☐

- Additional support services needed to assure success of at-risk students:

  Special education teacher support

  Use of aides

  Tutors to read tests, help with projects, and so forth.

Source: Central High School District of Westosha, P.O. Box 38, Salem, WI

Data Collection

Curriculum-based vocational assessment is the driving force of the program. Data are collected at the work site, recorded, passed on to designated staff members, and used for student planning.

- The vocational trainer at the site records data on the Daily Performance Profile (figure 15), or Comprehensive Performance Profile (figure 16).

- The trainer completes the Comprehensive Performance Profile a minimum of three times, preferably when students start, in the middle of their training, and at the end of it. These data enable the trainer to see the strengths and weaknesses that a student has for a particular job. The trainer can then focus on training for specific needs. If necessary, a desired outcome can be broken into subtasks and taught step by step.

- Using the Work-related Behaviors Guide (figure 14), the trainer rates the student on each behavior and averages the scores.

- Vocational trainers use these profiles to discuss individual performances with students, to assist in curriculum development, and for program planning for the needs for students.

- This information is sent to the local Work Experience Coordinator (WEC) and designated special education staff members biweekly or as specified according to student needs.

- The Performance Profile with Specific Learner Outcomes is developed for each site by the vocational trainer and the Vocational Outreach Service (VOS) WEC.

- Upon completion of student training at a site, the specific work skills learned will be evident.

The Student Performance Profiles make it possible to view a student's strengths and weaknesses in a variety of areas at a glance. When students complete their placements at each site, the vocational trainer will record the student's final scores from the Performance Profile on the Student Profile and summary report.

By using the information provided, special and vocational education staff members can write goals and objectives that lead to effective transition planning.

Source: Intermediate District 287, Hennepin Technical College, Plymouth, MN 55441

Figure 14

Performance Profile: Work-related Behaviors Guide

Work Habits

Complies with attendance policy: Maintains acceptable attendance record. Provides rationale for absence or requested release time. Follows proper notification procedure.

Practices punctuality: Arrives on time for class or work; is on time for appointments.

Works cooperatively with co-workers: Performs as a member of a team. Interacts with co-workers to complete tasks.

Works cooperatively with supervisor: Interacts with staff members and supervisors in a business-like manner. Shows respect for authority.

Remains at work station: Requests permission to leave a task. Takes appropriate breaks at designated times.

Communicates wants, needs, and assistance: Appropriately seeks help and communicates necessary information to co-workers and supervisors.

Converses appropriately: Communicates in ways acceptable to co-workers and supervisors.

Follows directions: Exhibits willingness to perform task the way it is taught by employer or vocational trainer.

Accepts criticism: Accepts realistic criticism from co-workers, staff members, supervisors. Tries to improve on required tasks.

Adapts to change: Accepts change without becoming upset or disruptive. Maintains work pace.

Attends to task: Focuses attention on own work.

Work Skills

Uses timecard: Follows designated procedure to account for time spent on the job.

Handles materials appropriately: Demonstrates ability to maintain and care for work station, tools, and materials.

Initiates work routine: Starts work without being told. Sees what needs to be done and does it.

Follows work routine: Follows established sequence for performing tasks.

Maintains work quality: Completes work of acceptable quality. Work does not have to be done over.

Meets production standards: Works at an appropriate pace. Completes maximum amount of assigned work within a given time period.

Recognizes and corrects errors: Realizes and corrects own errors.

Retains work skills: Remembers methods for completing tasks from day to day and after vacations.

Maintains work area: Cleans up after activity. Keeps activity or task within own space and organized.

Adapts work speed to situation: Recognizes need to adjust work pace.

Appearance / Conduct

Dresses appropriately: Dresses in a manner suitable for the job. Clothing is clean and well-fitting.

Meets grooming standards: Displays adequate hygiene (clean body, face, hands, hair).

Uses unstructured time well: Displays appropriate behavior while waiting for job assignment, transportation, or while on break.

Source: Intermediate District 287, Hennepin Technical College, Plymouth, MN 55441

Figure 15 ■

Community/Curriculum-based Vocational Assessment/Training Daily Performance Profile

Student Name *Last* | *First*

School | District | Grade | Dates Attended Entry | Exit

Work Coordinator | Phone *Area / No.* | Days per Week | Hours per Day

Teacher | Phone *Area / No.*

Vocational Trainer | Phone *Area / No.*

Site | Dates Attended

Work Habits	M	T	W	T	F	Avg.	**Comments/Modifications**
Complies with attendance policy							
Practices punctuality							
Cooperates with co-workers							
Cooperates with supervisor							
Remains at assigned station							
Communicates needs							
Converses appropriately							
Follows directions							
Accepts criticism							
Adapts to change							
Attends to task							
Average							

Work Skills	M	T	W	T	F	Avg.	**Comments/Modifications**
Uses timecard							
Handles materials appropriately							
Initiates work routine							
Follows work routine							
Maintains work quality							
Meets production standards							
Recognizes and corrects errors							
Retains work skills							
Maintains work area							
Adapts work speed to situation							
Average							
Appearance/Conduct	M	T	W	T	F	Avg.	**Comments/Modifications**
Dresses appropriately							
Meets grooming standards							
Uses unstructured time well							
Follows safety rules							
Average							
Total + no. of behaviors rated =							

Do not count: N/A

Weekly Average: Add scores and divide by number of days rated.

Rating Scale:

01 Independent	Performs task with exceptional ability. Does not require supervision after initial instruction.
02 Minimal Supervision	Performs task with appropriate speed and quality. May require minimal supervision after initial instruction.
03 Frequent Guidance/Assistance	Performs task with frequent direction or assistance (cue, prompt, demonstrate).
04 Dependent	Performs task only with staff assistance (cue, prompt, manual guidance).
05 Unable	Cannot/will not perform task or competency (see comments).

Source: Intermediate District 287, Hennepin Technical College, Plymouth, MN 55441

Figure 16

Community/Curriculum-based Vocational Assessment/Training Comprehensive Performance Profile

Student Name *Last, First*		Social Security No.*	
School	Date of Birth	Teacher:	Phone *Area / No.*
Vocational Trainer	Phone	Coordinator	Phone *Area / No.*
Site	Dates Attended Entry: Exit:	Days	Hours on site a.m./p.m.

Is this: ☐ Career Exploration? ☐ Community Employment? ☐ Vocational Class?

Modifications

Type of Special Service	Describe Modifications/Comments (Date and initial entries)	Person(s) Responsible
1. Vocational Trainer on site: ☐ full time ☐ part time ☐ initial training only		
2. Scheduling modifications		
3. Training/curriculum modifications		
4. Equipment modifications		
5. Facilities modifications		
6. Wage modifications: Production measurement ☐ study ☐ JTPA funding ☐ TJTC ☐ NARC		
7. Other modifications		
Comments:		

*Collection of social security number is voluntary and is used solely for validation purposes and will not be released without written permission.

Instructions for next page: Fill out all areas under the work habits and work skills areas that are appropriate. Place N/A in boxes that were not evaluated/assessed. Please total and enter all scores at the bottom of work habits, work skills, appearance/conduct, and specific skills outcome. Distribute copies according to program procedure.

Person Completing Form ______________________________ Date ____________

Occ. No.	Site:
Student Name: Last	First:
Occupation:	Position:

Work Habits	Dates	**Specific Skills Outcome**	Dates
Complies with attendance policy			
Practices punctuality			
Cooperates with co-workers			
Cooperates with supervisor			
Remains at assigned station			
Communicates needs			
Converses appropriately			
Follows directions			
Accepts criticism			
Adapts to change			
Attends to task			
Average			
Work Skills			
Uses time card			
Handles materials appropriately			
Initiates work routine			
Follows work routine			
Maintains work quality			
Meets production standards			
Recognizes and corrects errors			
Retains work skills			
Maintains work area			
Adapts work speed to situation			
Average			
Appearance/Conduct			
Dresses appropriately			
Meets grooming standards			
Uses unstructured time well			
Follows safety rules			
Average			
		Average	

Interest Level: ☐ High ☐ Medium ☐ Low ☐ Varies

Rating Scale:

01	Independent	Performs task with exceptional ability. Does not require supervision after initial instruction.
02	Minimal Supervision	Performs task with appropriate speed and quality. May require minimal supervision after initial instruction.
03	Frequent Guidance/Assistance	Performs task with frequent direction or assistance (cue, prompt, demonstrate).
04	Dependent	Performs task only with staff assistance (cue, prompt, manual guidance).
05	Unable	Cannot/will not perform task or competency.

Source: Intermediate District 287, Hennepin Technical College, Plymouth, MN 55441

After making procedural decisions, the educator should implement data collection and exchange strategies. Phase 2 data collection formats should include the following:

- competency-based checklists,
- task performance checklists,
- student progress charts,
- behavioral rating scales, and
- academic achievement scales.

Student progress assessments usually occur without special effort and are often performed informally in isolation. Coordinated student progress assessment and monitoring should be shared and reviewed by all involved staff members on a regular schedule.

Once teachers identify a student's needs (for example, improving work habits) they can specify further assessment measures. These measures could include direct observations, such as time spent off or on task, work area neatness, organization skills, or independence. Systematic indirect measures, such as written demonstration of safety knowledge, remain important to student success in the long run. However, because vocational education is performance-oriented, most assessment can be accomplished through direct observation in the vocational classroom or community-based work experience.

Frequent assessment and monitoring of student progress is central to CBVA and should occur as often as necessary. Graphs of minimal student performance can indicate when interventions may be necessary (Albright and Cobb, 1988). Instructors often leave this data unused, however, because of the great risk of misinterpretation or inappropriate use. The following guidelines and suggestions can help DVI instructors make sure vocational assessment data become incorporated into student educational plans.

Collecting Data for Employment or Postsecondary Transition Tools

Just before a student completes a vocational education program, final transition planning should be started. This third phase of CBVA identifies what is necessary to ensure appropriate transition planning. Some issues to address at this time are

- student mastery of exit-level criteria in current programs.
- future training options.
- future employment options.
- appropriate adult service providers.
- current occupational interest levels.
- current vocational aptitude levels.
- postsecondary student goals.
- formal transition team membership.

At least six months prior to high school departure, a formal transition meeting should be convened. This meeting is a culmination of all previous vocational assessment activity and should include

- public school personnel,
- adult service representatives,
- postsecondary training or business representatives,
- the student, and
- the student's family.

The primary goal of this meeting is to formalize the student's transition into postschool settings. To do so, the transition team must explore all available data and determine the most appropriate postschool options from those that are available. Assistance from families and students is essential to this process.

A formal transition form (see chapter 6) helps participants identify concerns and potential problem areas. This form identifies specific responsibilities of the student, family, school, and adult support agencies in regard to postschool placement assistance and follow-up. DVI instructors or counseling personnel usually coordinate follow-up procedures. If, however, the district does not have a routine procedure to determine the postschool outcome of the graduates with disabilities, the people responsible for follow-up must be designated on the formal transition plan. Moreover, all roles and responsibilities for responding to problems shall also be prescribed on the transition plan. (See chapter 6 for student follow-up survey.)

Implementing Curriculum-based Vocational Assessment

Like comprehensive transition planning, curriculum-based vocational assessment is a collaborative effort. When schools implement CBVA, involved staff members need to understand their roles. Instructors need to coordinate assessment information and use the IEP process as the delivery framework. This frequently requires restructured workloads to make collaborative planning time available. With administrative backing, special and vocational educators who work together can provide vocational and instructional services in a timely, efficient, and appropriate fashion. The following nine steps have been developed as a way to implement CBVA in a school district (Albright and Cobb, 1988).

Step One: Define Curriculum-based Vocational Assessment as it Applies in the Local Educational Agency (LEA)

Although many interpretations exist nationally (Albright and Cobb, 1988; Ianacone and Stodden, 1988), it is necessary to have a local perspective and responsibility for projected assessment activities. An interdisciplinary task force of vocational educators, special educators, school counseling personnel, and school psychologists from both middle and high school levels can accomplish this goal. The task force may find a functional rationale helpful for implementing comprehensive vocational assessment procedures. For instance, task force members may want to consider

- How vocational assessment will affect students with disabilities in this district?
- What short- and long-term benefits will there be for students with respect to placement, instruction, and transition into future environments?
- What existing programs will be influenced by the CBVA procedure?
- What settings will provide assessment information (vocational classroom and laboratories or community-based work experience)?
- What behaviors and skills will be assessed?
- How will assessment information be applied?
- How will validity and reliability issues be addressed (Stodden, et al., 1987)?

Each school district needs to define a purpose for vocational assessment. This purpose, reflected in vocational curriculum guides, should be based on employment needs of the local labor market. As it defines CBVA in its district, the task force may want to compare the relationship between vocational courses and program outcomes with local employment requirements (Stodden, et al., 1987). Once drafted by the task force, the resulting definition and mission statement could be shared with local administrators and colleagues to create awareness and spark interest in assessment planning activities.

Step Two: Identify Current Assessment Needs within the Local District and Facility

Before implementing new assessment procedures within a district, the task force should determine the current availability of assessment services. Integrating new practices into current services is often the most cost-effective approach and usually gains the most support from colleagues. CBVA procedures facilitate transition from middle school to high school and from high school to postschool settings. Thus, the task force must determine the full continuum of assessment activity taking place at the middle school or high school, as well as that which is a result of agency cooperation. In addition to determining what standardized instruments (occupational interest inventories, vocational aptitude batteries, learning style surveys, and so forth) the district uses at the middle and secondary school levels, the assessment task force should also identify the extent to which district educators use informal data collection procedures. Examples of informal assessment strategies are student interviews, family interviews, behavioral observation, teacher-made tests, informal tests developed by others, examination of school records, and interdisciplinary collaboration between related staff members.

After existing formal and informal vocational assessment services have been identified, the task force must discover how the district uses data. While many districts collect data routinely, the information is often filed away and not shared, or sometimes not even used. The task force can gain a realistic perspective of the district's assessment needs by identifying the degree to which assessment data assists IEP planning, program placement, prioritizing of instructional support, and transitional planning.

Step Three: Develop Strategies to Initiate and Maintain Administrative Support for CBVA Implementation

Chapter 2 details strategies to acquire support from local administrators. It cannot be overstated, however, that administrative support is critical to the success of all assessment efforts. In addition to strategies previously outlined, DVI instructors have reported the following effective strategies:

- Convince local administrators that their support promotes program acceptance and implementation.
- Jointly develop goals and implementation strategies and clearly define the administrator's role as part of the implementation process.
- Identify key administrators who support the program and will help resolve issues.
- Always offer at least two acceptable solutions when discussing a specific problem or issue with an administrator.
- Use informal communication methods to gain administrative support.
- Meet deadlines and follow timelines.

These strategies usually engender mutual respect between staff members and administrators. However, the task force should explain its efforts to this point to district administrators, including

- the local assessment definition and mission statement;
- current assessment needs within the district; and
- the expected impact on the curriculum design, student placement, instructional planning, and postschool transitional outcomes.

These steps provide a foundation for future assessment activities. Assuming that local administrators support vocational assessment planning, the interdisciplinary task force can begin to implement CVBA activities.

Step Four: Train Instructors about the Characteristics and Qualities of CBVA

At this point, instructors need to learn how CBVA can address assessment needs identified in step 2. CBVA advocates or district trainers should present materials that instructors need to become familiar with CBVA. This training can be accomplished through a series of inservices and assigned reading materials. Instructors should end up with a clear idea of what CBVA is and how it addresses vocational assessment needs in their schools.

Step Five: Develop Goals and Objectives for Implementing CBVA

CBVA stresses the need to systematically and frequently monitor student progress. Monitoring helps staff members determine if existing services are adequate or if modifications in the curriculum and services are necessary. Due to the collaborative nature of CBVA, anticipating the benefits of, and barriers to, implementing assessment activities will help task force members focus their CBVA efforts. Development of a districtwide CBVA implementation goal statement allows the task force to identify action-oriented objectives. While assessment planning goals vary from district to district, they can be grouped into categories, such as curriculum, student placement, instruction, and transition, that can generate specific objectives. Curriculum objectives resulting from vocational assessment activities include

- incorporating career and vocational goals on IEPs;
- initiating career exploration activities at the middle school level;
- emphasizing career preparation activities at the high school level; and
- increasing curricular collaboration between elementary, middle, secondary, and postsecondary educational facilities.

Student placement objectives result from vocational assessment activities. These include placing students in

- vocational programs or courses based on occupational interests, vocational aptitude, academic readiness, and student goals;
- vocational programs or courses based on student ability and the entry-level skills prescribed for a particular vocational program or course;
- secondary vocational programs or courses that provide them with entry-level skills for postsecondary training programs;
- secondary or postsecondary vocational programs or courses that provide them with entry-level skills for employment; and
- community-based work experience programs in which they will learn actual employment skills.

Instructional objectives resulting from vocational assessment activities include

- prioritizing instructional needs based on entry-level skills for vocational programs or courses;
- identifying instructional support services to help vocational educators meet the needs of students with disabilities enrolled in their programs or courses;
- identifying instructional support services to help students with disabilities enrolled in vocational programs or courses; and
- prioritizing instructional strategies that can be delivered in the resource room or special education classroom to help students with disabilities meet exit-level requirements of vocational programs or courses.

Transitional objectives resulting from vocational assessment include

- developing a written transition plan as a component of the IEP at the critical juncture between middle school and high school. This plan, which travels to the high school, will help provide secondary educators information regarding the student's previous assessment results and exposure to vocational planning activities.
- updating the written transition plan at least six months prior to high school departure. This plan sets a course for students to follow whether they opt for additional training or employment.
- formally developing a network of off-campus work sites for assessment and training purposes. Students develop specific work skills as educators gather information relevant to student placement in vocational programs.
- formally developing and implementing postschool follow-up procedures. Follow-up procedures help evaluate how successfully students with disabilities have moved from high school to postschool settings and can help educators improve assessment procedures in the future. Follow-up activities can also determine whether adult service agencies are available and used effectively.

Step Six: Develop Action Plans for Each Objective

Each objective identified in step 5 should be associated with an action plan that outlines specific activities, as well as their anticipated beginning and completion dates, expected results, and the personnel responsible for completing them. Individuals assigned responsibilities for these action plans should be involved in their development, either initially or through a review and refinement process. Relevant questions to consider include the following:

- In what areas will the student be functioning upon graduation?
- What level of support will the student likely need?
- What services will the student need to succeed in future endeavors?
- What are the student's aspirations? How realistic are they?
- What concerns and expectations does the family express for the student?
- What options are available?
- Will the student engage in a combination of options?

In order to answer these questions, assessment team members should

- conduct ongoing dialogue with students and families,
- review cumulative data and note competency files,
- observe the student in work experience settings, and
- develop an individualized transition plan or transition section of the IEP.

Staff members must

- understand student strengths and limitations,
- be familiar with local adult service agencies, and
- tune in to area job opportunities to determine available student options.

By using a structured, group planning process, all members of the CBVA team can share their opinions about how the action plans should emerge. This step results in a sequence of action plans addressing each CBVA objective.

Step Seven: Identify Constraints and Incentives Needed to Implement Action Plans

Administrative support, cooperative peer support, tangible incentives, and sponsorship by outside agencies or organizations all greatly increase the likelihood of a new educational process being adopted and maintained. By identifying barriers and incentives that address those constraints, the CBVA team may avert early failures in implementing CBVA. Obstacles to a CBVA program could include

- reluctance of individual administrators or staff members to new procedures or programs,
- insufficient resources to provide time for teachers to plan collaboratively,
- inadequate links between program components, and
- poor use of assessment data.

Step Eight: Field-Test Action Plans

Although districtwide implementation of the CBVA process is most desirable, long-term success may be more easily realized by starting with small-scale demonstrations of CBVA activity and using those results to facilitate greater adoption throughout the school or district. Thus, start with a single teacher or small nucleus of teachers and field-test the process with them. Action plans and procedural processes can then be developed and refined to streamline the adoption across a wider target group.

Step Nine: Implement Action Plans and Monitor Effects

This last step involves the full-scale implementation of action plans after they have been streamlined through field-testing. Watch implementation plans closely and maintain flexibility in case of changes in goals, objectives, or personnel, or if activities fall behind schedule. The task force must realize change can be very slow; the need for constant adaptations may arise and should be encouraged; and successes that are less than originally planned are still successes, not failures.

The task force should annually review assessment practices. An analysis of postschool follow-up reports will enable the assessment team to identify the extent to which planning efforts have influenced the target group. Here, as in student assessment data, compiling results will have little effect unless the new information is disseminated and used.

A Planning Framework

Assessment activities occur at many levels. When starting CBVA, consider that CBVA occurs at three levels, each of which focuses on three decision points: before, during, and after students enroll in a vocational program. Use figure 17 as a guide to specify

- activities within an individual educator's control,
- activities that require cooperation or help from colleagues, and
- activities that require administrative policy and procedures to be addressed.

Individuals can always implement some assessment procedures in their schools—those within their own control. By doing so, they encourage adoption of CBVA schoolwide. Questions individuals can answer to begin practicing CBVA techniques include

- What am I doing that fits the description of CBVA?
- What additional information will I need?
- What can I do during the remainder of this school year to begin implementing CBVA?
- Whose authority or assistance will be needed?
- What forms and procedures are currently used?

CBVA is performed collaboratively to help students select appropriate vocational programs and improve their chances for success in school and on the job.

Concepts and Terms in Educational Assessment

In order to develop and implement assessment practices upon which school districts can rely, it is important to understand several concepts and terms in educational assessment. These concepts include the following five categories:

- vocational constructs (interest, achievement, and aptitude),
- validity of instrumentation,
- reliability of instrumentation,
- referencing (norm and criterion), and
- types of measurement (direct/indirect and process/product).

Vocational Constructs

Vocational constructs are measurable ideas or concepts that help in making decisions about programming for students with disabilities. They can be grouped into the following three areas:

- vocational interests,
- vocational achievement, and
- vocational aptitude.

Vocational Interests. Simply put, these are occupational cluster areas in which a student has an interest. While easy to understand, vocational interest assessment for high school age adolescents with disabilities is extremely difficult to measure. Instrumentation has not been developed precisely enough to determine enduring vocational interests in young people who, typically, have had very limited and even distorted experiences with the world of work. This problem is further compounded in vocational education because a student may have a strong interest in a particular vocational program for reasons that are not measurable with traditional vocational interest inventories. For example, the student's friends are enrolling in that program, the program fits into the student's schedule, or the teacher has a reputation as a great teacher. With CBVA, vocational interest assessment gives students a clear idea of the availability of vocational program options as well as the entry and exit requirements for each program.

Figure 17

Implementing Curriculum-based Vocational Assessment

Levels of Implementation	Timing	Activities	Comprehensiveness			Intensity Level		
			Low	Medium	High	Low	Medium	High
Tasks Under One's Own Control	Before Enrollment							
	During Enrollment							
	After Enrollment							
Peer/Colleague Help Needed	Before Enrollment							
	During Enrollment							
	After Enrollment							
Policy Change Needed	Before Enrollment							
	During Enrollment							
	After Enrollment							

Source: John Gugerty, Vocational Studies Center, University of Wisconsin-Madison, December 1990.

Vocational Achievements. Vocational achievement is a statement of skills that a student can demonstrate at the time of testing. No attempt to predict future vocational ability can be inferred from vocational achievement assessment. With CBVA, vocational achievement assessment focuses on measuring the skills a student can demonstrate prior to, during, and upon completion of a vocational course of study.

Vocational Aptitude. Vocational aptitudes are inherent skills a student possesses that are germane to differing occupations. Skills that are commonly measured vocational aptitudes include spatial ability, numerical and verbal reasoning, language usage, mechanical and abstract reasoning, and even spelling. Vocational aptitude assessments measure student aptitudes with the intent of predicting a "fit" with occupations requiring similar traits. The ability to accurately measure vocational aptitudes of adolescents with disabilities is extremely limited, and problems exist that are similar to those with vocational interest assessment. Thus, because there is no valid way of measuring aptitudes for vocational education program options, aptitude measurement in CBVA is eliminated.

Validity of Instrumentation

Validity is relatively easy to define, but difficult to put into practice. Simply put, validity of instrumentation means that a test measures what it states it is designed to measure and that its results can help make decisions about individuals who have taken it. Validity can be divided into the following five categories:

- face validity,
- construct validity,
- predictive validity,
- content validity, and
- concurrent validity.

Face Validity. A test has face validity if it appears to measure what it purports to measure. It is the least important validity because a test may look good but not really measure what it is designed to measure. Commercial work sampling systems have high face validity because they appear to measure vocational skills that are important to differing jobs. However, the skills measured in a commercial work sample frequently have little or no relationship to the most important skills in vocational programs the work sample is supposed to measure. Thus, while they have face validity, they frequently yield little usable vocational interest or achievement data.

Construct Validity. Construct validity refers to the extent to which a test measures a theoretical trait, attribute, or construct (for example, specific vocational interests or aptitudes). While conceptually important, construct validity has little place in curriculum-based vocational assessment because CBVA does not typically involve the measurement of traits or attributes.

Predictive Validity. The results of a test have predictive validity to the extent that they help predict how a person will function or perform skills on some future task. The only way to measure predictive validity is to keep careful track of the manner in which results of assessments yield predictably valid future results. While CBVA instruments are not typically concerned with predictive validity, two specific instances should be mentioned.

Assessment personnel must examine the predictive validity of instruments used to assist placement of students with disabilities in different vocational programs. This would be accomplished by monitoring the number of students who decide to change their vocational program focus, the reasons for those changes, and the extent to which instrumentation used to assist in program placement decisions should have helped avoid the need for such changes. Clearly, the goal here would be to find the instruments that minimize the mismatches in progress selection. Likewise, predictive validity may be pertinent when students plan needed transition services as they exit vocational programs.

Content Validity. Content validity refers to how adequately a test covers the entire range of subject matter it is designed to measure. For example, if an instructor wants to determine vocational program interests of students, the instruments would have high content validity only to the extent that they included all vocational program options and provided accurate, detailed information about the requirements of each of these program options. Content validity is an extremely important consideration in CBVA, because sound instructional decision making about students can only be accomplished through instruments that measure the entire scope of program content.

Concurrent Validity. Concurrent validity exists if a test's results accurately portray current student performance. For example, if a student performed poorly on a cosmetology work sample but was functioning adequately in a cosmetology vocational program, the test would have poor concurrent validity. Concurrent validity is also extremely important in CBVA, primarily in program planning and monitoring functions. It is usually determined by matching a student's test performance with other measures of the same performance and looking for similarities in results.

Reliability of Instrumentation

Reliability of assessment instruments is concerned with the stability of a test's measurement power. It reflects confidence for accepting and generalizing test results. The following four ways test the reliability of a measurement device:

- test-retest reliability,
- split-half reliability,
- KR-20 reliability, and
- interrater reliability.

Although the actual formulas for using these types of reliability are not provided here, educators should consider determining the reliability of their informal tests. The formulas are very simple to use and can be found in any good measurement text (Salvia and Ysseldyke, 1988).

Test-Retest Reliability. The first type of reliability is determined by having a student take the same test or an alternate form of the same test twice, with approximately two weeks or less between testing and without training on test content. If the scores are approximately the same, the test can be considered reliable and an accurate measurement of a stable construct. This type of reliability is effective with tests used repeatedly to measure improvement in students (for example, a pre/post-test). Changes in test results should truly reflect changes in student ability instead of simply being an artifact of how the test was made.

Split-half and KR-20 Reliability. Sometimes a test may simply consist of measurements of the same skill or student characteristic. Theoretically, then, each student taking the test would have the same likelihood of answering any single test question as correctly as any other item. This form of reliability is called internal consistency and can be determined through a split-half or KR-20 reliability assessment. These forms of reliability are extremely easy to calculate and are used with tests that are only going to be taken once. An example would be a test used for program planning in the area of fractions or vocational textbook comprehension. Again, if the reliability index is fairly high (.80 or higher), each item in the overall test is measuring the same skill. Conversely, if the index is low, it is likely that there are some items that are measuring something else. Thus, the test questions should be analyzed to locate those that are consistently discrepant from all others.

Interrater Reliability. Interrater reliability involves two individuals administering, scoring, and interpreting the same test to the same person and determining if the results are the same. A high percentage of agreement between the two raters would signify that the test accurately measures the same skill or behavior. Interrater reliability is most commonly used with observation measurement or with tests or rating scales whose results may be subjectively interpreted.

Referencing

Assessment can be interpreted two ways. The evaluator can compare an individual's test results with the results of another group of people who took the test (norm referencing). Or the results can be compared against a standard of performance (criterion referencing).

Generally, norm-referenced tests are associated with formal, standardized assessments and are not appropriate for CBVA because comparing one person's test results with his or her peers provides little help in instructional decision-making. An exception would be establishing local norms that might be helpful in determining if a student with disabilities is eligible for special services in vocational education. However, most CBVA instrumentation will be criterion referenced because most vocational educators are familiar with performance standards and with establishing instructional decision making around those standards.

Types of Measurement

Individuals who use CBVA to assess their students will find that direct measurement instruments yield results more applicable to curricular modification than indirect instruments. This means that instructional decisions should be made by assessing a student's performance on tasks that are directly relevant to vocational program content. For example, the decision to provide remedial help in mathematics to a student in a machine trades program should be made by assessing a student on a sample of math taken directly from the machine trades curriculum, instead of using his or her results from a math subsample of a standardized achievement test. Similarly, informal rather than formal types of assessment should be used most extensively with CBVA. Informal tests are generally teacher-made and more reflective of local norms and curriculum content than formal tests. Thus, they have greater content validity and can usually be used more efficiently than more formal, standardized assessments.

Summary

Vocational assessment combines diverse educational activities for a single purpose: to ultimately help students find suitable employment so they can live productive lives. Assessment does not occur in a vacuum, it must coincide with transition initiatives to make sure that the data generated are used. Effective assessment practices possess the following characteristics:

- Students are initially assessed early enough in their school experience to make an impact on program planning and course selection during later years.
- One size does not fit all—assessment is individualized.
- Students' interests are developed and taken seriously. Interest is the foundation of motivation.
- Assessment is viewed as one component of effective programming, not as an isolated service.
- Staff and resources are allocated to implement the assessment process.
- Students and families are actively involved in the program planning that follows each phase of the assessment process.
- Staff incorporate "retroactive needs assessment" into the process. That is, instructors must be willing to re-evaluate along the way when programming does not seem to fit the student.
- School philosophies focus on serving the student rather than on why philosophies cannot change to meet student needs. Such a philosophy is manifested by staff members who expect that students can achieve and that its efforts will make a difference, by appropriate and effective intervention strategies, and by exerting enough effort to do the job.

Students with disabilities who find themselves in schools that follow the strategies found in this chapter can look forward to a bright future.

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Developing Instructional Strategies

4

Upon high school graduation, students should possess skills and competencies needed to become independent, contributing citizens. By using the following strategies, special education and vocational teachers together can help ensure the success of their students:

- Make curricula responsive to the needs of all students, including those who are disabled, at risk, disadvantaged, or limited-English proficient.
- Consider motivational techniques.
- Adapt instructional strategies.
- Teach according to the unique needs of individual students.

Competency-based Curricula

Special and vocational educators can help students obtain the skills and competencies necessary for success by designing relevant vocational curricula. Curriculum has been defined as the "specific instructional content which an instructor guides a student through and which will ultimately result in the student's mastery of a set of skills that will make the student employable" (West, 1987).

Special and vocational educators can use competency-based criteria to help students learn the skills that will enhance their employment possibilities. Competency-based curricula are those that

- detail exactly what the student will learn,
- provide high quality instruction,
- help students learn one thing before going on to the next, and
- require students to demonstrate each competency (Blank, 1982).

Competency-based curricula should include

- individual objectives that specify skill areas, industrial methods, performance criteria, and evaluation methods;
- general performance objectives that specify the steps needed to attain the desired skills;
- objectives that provide frequent monitoring and evaluation of instructional tactics and student performance;
- short-range and concrete objectives; and
- frequent student feedback that is built into the structure (Hamilton, 1987).

Prior to Placement

Special and vocational educators have found competency-based curricula useful when helping students choose vocational classes. Before the student enrolls in a course, the special educator should examine the instructional goals and objectives to determine whether the student has the skills necessary to enter the class; if not, then the special educator can work with the student to achieve mastery of the entry-level skills. When a student is able to enter a particular vocational class, the special and vocational educator should develop an Individualized Education Program (IEP) that includes the competencies and proficiencies the student should accomplish in that class.

During Enrollment

An instructor can use the behavioral objectives of a competency-based curriculum to establish the criteria needed for student success and to monitor student progress. Behavioral objectives should identify

- the target behavior,
- the conditions under which the student will perform the behavior, and
- the criteria for acceptable performance.

For example, the student must answer 80 percent of 20 test questions correctly. Or, on a teacher-produced performance test, the student must display 80 percent accuracy in measuring object length to the nearest one-eighth, one-fourth, and one-half inch.

Ideally, students should master one objective in a sequence before going on to another one. By using a competency-based curriculum with behavioral objectives, the instructor can determine if students will be able to learn the next competency if they have not demonstrated mastery of the preceding one. For example, the instructor should determine whether the student will be allowed to demonstrate basic skills related to power saws if the student cannot demonstrate basic skills in measuring, layout, and checking (figures 18 and 19).

Competency checklists based on the curriculum provide teachers with a system for monitoring student progress. Unit-by-unit skill listing helps instructors determine when students learn specific skills and when appropriate remediation techniques are necessary. The ongoing process can prevent a student from falling behind because the instructor knows exactly which competencies the student has mastered. In an ideal situation, the vocational instructor uses the checklists to determine if early entrance and exit from the vocational class is appropriate.

Although all vocational curricula are based upon competencies necessary for occupational success, competencies could be classified from "essential" to "of limited importance." Most vocational curricula also contain competencies that prepare learners to be promotable, as well as to develop entry-level skills. Therefore, any curriculum can be adapted to accommodate a variety of job titles, learner outcomes, exit points, or postschool goals. (See figures 20 and 21 for examples of suggested entry- and exit-skills for a building trades program.)

Upon Completion

Special and vocational educators will also find competency-based curricula useful once students have completed the vocational program. Employers can use the checklists to quickly identify the skills applicants possess and to gain a better understanding of an individual's employability.

Developing a Competency-based Curriculum

Vocational and special educators can work together or separately to develop competency-based curricula. Vocational educators can begin to build a competency-based curriculum through identification of specific skills they teach in their classes. Then they should construct instructional grids (figure 22) that identify the courses in which specific skills are introduced, developed, and, finally, mastered. Thus, they have developed a competency checklist (figure 23). Special and vocational educators can also work together to develop competency-based curricula. A successful approach is for both teachers to receive release time to work in a nonschool setting that keeps them free from interruptions.

In summary, a competency-based curriculum is "an example of task analysis applied to curricula in an effort to enable students to progress at their own pace while maintaining the integrity of the course content" (White, 1987). Because not all vocational course content is appropriate for all students, educators can adapt course goals and objectives to meet student needs. A competency-based curriculum focuses on essential content; that is, content a student needs to know to perform a particular job. When determining necessary competencies, the student and teacher must identify employment outcomes for the student. The teacher can then determine what skills a student needs to gain entry-level employment and make sure the student has mastered those necessary competencies.

Motivational Techniques

Teachers often observe the motivational struggles of students with learning and behavior difficulties. These students approach learning tasks with fear and trepidation instead of excitement and enthusiasm. Therefore, it may be difficult for even the best teachers to keep students with disabilities motivated day after day.

Special and vocational educators can work together to create a positive learning environment, one that is both extrinsically and intrinsically motivating to students with disabilities. When designing vocational curricula, educators should consider all of the experiences that help to create a positive learning environment. There are several ways instructors can do this, including

Figure 18 ■

Sample Vocational Aspects of the Individualized Education Program

Student	Grade	Date
Designated Vocational Instructor	Vocational Instructor	

Long-range Goals

1. Student will demonstrate job entry-level skills in construction trades related to carpentry
   - ☐ Accomplished
   - ☐ Progress being made
   - ☐ Goal dropped

   Comments:

Short-term Objectives:

1. Student will demonstrate basic skills in measuring, layout, and checking
   - ☐ Accomplished
   - ☐ Progress being made
   - ☐ Progress not made
   - ☐ Objective dropped

   Comments:

2. Student will demonstrate basic skills in using hand saws
   - ☐ Accomplished
   - ☐ Progress being made
   - ☐ Objective dropped

   Comments:

3. Student will demonstrate basic skills in using power saws
   - ☐ Accomplished
   - ☐ Progress being made
   - ☐ Objective dropped

   Comments:

4. Student will demonstrate basic skills in using drilling tools
   - ☐ Accomplished
   - ☐ Progress being made
   - ☐ Objective dropped

   Comments:

5. Student will demonstrate basic skills in using power tools
   - ☐ Accomplished
   - ☐ Progress being made
   - ☐ Objective dropped

   Comments:

6. Student will demonstrate basic skills in using driving tools
   - ☐ Accomplished
   - ☐ Progress being made
   - ☐ Dropped

   Comments:

Source: *State Curriculum Guides or Curriculum Supplements from the Vocational Aspects of the IEP*, Douglas H. Gill, Project Coordinator, Georgia Southern College, 1978.

Figure 19

Excerpts from Master Goal List

Long-term goal: Student will acquire skills in power mechanics.

Annual goal: **Will acquire knowledge regarding history of power mechanics**
Short-term Objectives
☐ Water
☐ Wind pipe
☐ Steam pump
☐ Generator
☐ Battery
☐ Light bulb
☐ Steam power

Annual goal: **Will match inventor with invention**
Short-term Objectives
☐ Mass production of cars
☐ Electronics
☐ Space travel
☐ Nuclear energy

Annual goal: **Will acquire knowledge of energy resources**
Short-term Objectives
☐ Identifies three major sources of fossil fuels
☐ Identifies how fossil fuels are formed
☐ Identifies pollutants associated with burning fossil fuels
☐ Identifies alternative energy sources—solar panels and geothermic

Annual goal: **Will demonstrate knowledge of steam power**
Short-term Objectives
☐ Identifies how and where to use steam power
☐ Explains how a steam engine is constructed and works
☐ Identifies fuels that are used to produce steam
☐ Explains the changes in volume when a liquid changes to gas
☐ Identifies that 80 percent of electricity is generated by steam turbine

Annual goal: **Will acquire knowledge regarding energy**
Short-term Objectives
☐ Identifies three forms of energy—photo, thermal, chemical
☐ Identifies three forms of energy—electrical, nuclear, mechanical
☐ Identifies examples of interchange energy forms
☐ Explains the law of conservation of energy
☐ Identifies three parts of a transformer
☐ Demonstrates how low-voltage transformers work
☐ Demonstrates how high-voltage transformers work
☐ Computes input, output, and turns ratios with one unknown variable
☐ Identifies laws of magnetism and electricity

Annual goal: **Will demonstrate appropriate safety practices**
Short-term Objectives
☐ Identifies the reasons for the use of safety glasses
☐ Wears safety glasses when needed

☐ Identifies reason for not cleaning parts with gasoline
☐ Identifies dangers of using flammable fluids in closed area
☐ Identifies spontaneous combustion
☐ Identifies the dangers of carbon monoxide
☐ Identifies the dangers of electrical shock

Annual goal: **Will properly use tools and machines**
Short-term Objectives
☐ Matches tools and machines with description of function
☐ Identifies safe working procedures for hand tools
☐ Identifies safe working procedures for machines
☐ Identifies function of torque wrench
☐ Identifies part of micrometer
☐ Explains how to read micrometer
☐ Is able to do ten micrometer problems

Annual goal: **Will acquire knowledge regarding the internal combustion engine**
Short-term Objectives
☐ Explains the theory of operation
☐ Explains the engine construction
☐ Identifies the parts
☐ Explains the function of the valve train system
☐ Explains the function of the ignition system
☐ Explains the function of the carburetion system
☐ Explains the function of the lubrication system
☐ Explains the function of the cooling system
☐ Explains the function of the emission
☐ Explains the function of the compression system

Annual goal: **Will tear down, inspect, and rebuild engine**
Short-term Objectives
☐ Takes engine apart in systematic order
☐ Is able to read an engine manual
☐ Measures each engine part with micrometer
☐ Compares each measurement with manufacturer's specifications
☐ Determines whether the used part is good or not
☐ Reassembles the engine
☐ Determines whether the engine operates successfully

Annual goal: **Will maintain appropriate behavior in power mechanics class**
Short-term Objectives
☐ Is punctual to class
☐ Is able to work independently with little supervision
☐ Brings pen and pencil to class
☐ Brings lock for locker
☐ Brings shop jacket if available

Annual goal: **Will have the following prerequisites skills**
Short-term Objectives
☐ Is able to square numbers
☐ Is able to add four-digit numbers
☐ Is able to subtract four-digit numbers
☐ Is able to multiply four-digit numbers
☐ Is able to divide four-digit numbers
☐ Is able to use "pi" in solving problems
☐ Is able to find the area of a square
☐ Is able to find the area of a circle

- ☐ Is able to determine the cubic volume of a cylinder
- ☐ Is able to simplify fractions
- ☐ Is able to compute proper fractions between 1/32 and 2/32
- ☐ Is able to identify number of degrees in a circle
- ☐ Is able to identify number of degrees in a right angle
- ☐ Is able to identify number of degrees in a half circle
- ☐ Is able to read a ruler to the 64th place
- ☐ Is able to explain the concepts of leverage and torque
- ☐ Is able to identify the boiling and freezing points of water
- ☐ Is able to determine what atmospheric pressure is in pounds per square inch (PSI)
- ☐ Is able to identify the common chemical element

Figure 20

Suggested Entry-Level Skills for Building Trades Program

Behavioral Skills

☐ Attend to tasks
☐ Stay with task for 30 minutes
☐ Attend to class or work
☐ Follow through on commands
☐ Be on time
☐ Develop positive attitudes
☐ Show respect for authority
☐ Dress neatly
☐ Wear safety gear

Communication Skills

☐ Read or develop an alternative strategy to obtain information
☐ Follow five-step written directions
☐ Read work order
☐ Read blueprints
☐ Read directions on a package of wallpaper paste
☐ Read directions on paint cans
☐ Read directions on storm doors
☐ Read directions on garage doors
☐ Read mixing directions
☐ Read scale drawings and tell dimensions of house
☐ Listen and develop alternative strategies to obtain information
☐ Follow four-step oral directions
☐ Communicate on telephone with an unknown person
☐ Write legibly or develop alternative strategies to report information
☐ Write specifications for building
☐ Estimate amounts of building materials required

Math Skills

☐ Calculate problems using the basic four operations
☐ Add, subtract, multiply, and divide fractions with common denominators
☐ Multiply two-digit numbers
☐ Calculate square feet and yards
☐ Calculate cubic feet and yards
☐ Calculate board feet
☐ Add, subtract, multiply, and divide whole numbers and two column numbers
☐ Measure accurately
☐ Read ruler to one-fourth of an inch
☐ Read ruler to one-eighth of an inch
☐ Tell time

Physical Skills

- ☐ Possess manual dexterity
- ☐ Demonstrate eye-hand coordination
- ☐ Possess a sense of balance when working at heights
- ☐ Use hand and arm movements effectively
- ☐ Perform specific motions
- ☐ Determine approximate sizes by visual inspection

Equipment Skills

- ☐ Identify common hand tools
- ☐ Identify a hammer
- ☐ Identify a tape measure
- ☐ Distinguish between a standard and a Phillips screwdriver
- ☐ Identify various types of shovels
- ☐ Identify a hand saw
- ☐ Identify nail sets
- ☐ Identify common power tools
- ☐ Identify a radial arm saw
- ☐ Identify a circular saw
- ☐ Use common power tools
- ☐ Use a radial arm saw
- ☐ Use an electric circular saw
- ☐ Identify materials commonly used
- ☐ Identify screws
- ☐ Identify nails
- ☐ Identify plywood
- ☐ Identify lumber
- ☐ Identify bricks
- ☐ Identify blocks
- ☐ Identify paint

Source: Cameron, C. and J. Johnson, *Entry Level Skills Criteria Instructional Manual.* University of Missouri-Columbia, 1983.

Figure 21

Suggested Exit Skills for Building Trades Program

Behavioral Skills

- ☐ Work effectively with co-workers

Communication Skills

- ☐ Follow multistep directions
- ☐ Follow a minimum of four multistep directions
- ☐ Define platform framing
- ☐ Know vocabulary terms of building trades
- ☐ State uses of paint, varnish, and stains
- ☐ Use telephone to order materials
- ☐ State space and structural requirements for plumbing fixtures
- ☐ State space and structural requirements for heating and air conditioning system
- ☐ State use of plumbing fixtures

Math Skills

- ☐ Calculate safe loads for girders
- ☐ Calculate board feet of materials
- ☐ Calculate square feet of materials
- ☐ Abide by area building codes
- ☐ Calculate load requirements on roads
- ☐ Prepare bill of materials
- ☐ Read a ruler to one-sixteenth of an inch
- ☐ Calculate measurements of rafters

Physical Skills

- ☐ Balance on a two-by-four above ground
- ☐ Nail floor joist
- ☐ Nail subflooring
- ☐ Nail wall sheathing
- ☐ Drive a nail effectively
- ☐ Use a ladder safely
- ☐ Safely maneuver on skeleton of house

Equipment Skills

- ☐ Demonstrate safe use of hand tools
- ☐ Demonstrate safe use of chisels
- ☐ Demonstrate safe use of knives
- ☐ Demonstrate safe use of planes
- ☐ Demonstrate safe use of power tools
- ☐ Demonstrate safe use of drills

- ☐ Demonstrate safe use of circular saws
- ☐ Demonstrate safe use of router
- ☐ Check power hand tools for electrical shorts
- ☐ Recognize electrical hazards
- ☐ Identify various types of wall and ceiling insulation
- ☐ Identify specific characteristics of various types of lumber
- ☐ Identify types and grades of plywood
- ☐ Identify copper tubing and fittings
- ☐ Work off ladders and scaffolds safely
- ☐ Use a combination space
- ☐ Lay out top and bottom plates and studding
- ☐ Lay out the floor joists
- ☐ Build headers for windows and door opening
- ☐ Cut and install bridging
- ☐ Lay subflooring
- ☐ Install wall sheathing and ceiling joists
- ☐ Apply exterior siding
- ☐ Install metal flashing
- ☐ Construct built-up girders
- ☐ Apply shingles
- ☐ Install exterior windows and doors
- ☐ Apply roof sheathing
- ☐ Install various types of wall and ceiling insulation
- ☐ Build stairs
- ☐ Build concrete forms for flat work
- ☐ Finish concrete
- ☐ Lay out interior wall partitions
- ☐ Lay out ceiling joists
- ☐ Relate pounds per square inch (PSI), building strength
- ☐ Use rafter tables on framing squares to cut rafters
- ☐ Cut common rafters
- ☐ Install interior doors
- ☐ Install baseboard trim
- ☐ Install window castings
- ☐ Build cornice
- ☐ Paint appropriately using brush and rollers
- ☐ Install cornice boards
- ☐ Install factory-built cabinets and counter tops
- ☐ Sweat copper tubing
- ☐ Install and finish gypsum drywall
- ☐ Identify members of a wood truss
- ☐ Hang wallpaper

Source: From C. Cameron and J. Johnson, *Entry Level Skills Criteria Instruction Manual.* University of Missouri-Columbia, 1983.

Figure 22

Instructional Inventory Grid Worksheet

Department ______________________ Program ______________________

1. Course Title ______________________ Grade Level(s) ______ Prereq.(s) __________
2. Course Title ______________________ Grade Level(s) ______ Prereq.(s) __________
3. Course Title ______________________ Grade Level(s) ______ Prereq.(s) __________
4. Course Title ______________________ Grade Level(s) ______ Prereq.(s) __________
5. Course Title ______________________ Grade Level(s) ______ Prereq.(s) __________

Key: I = Introduction D = Developmental M = Master

(Note: Master means to the extent a high school graduate could be reasonably expected to have mastered the concept.)

	Course Title Number				
Concepts	1	2	3	4	5

Source: Beaver Dam Unified School District

Figure 23

Sample Instructional Inventory Grid Medium-sized School District

Department: Technology Education Program: Metals

The course titles, grades level(s) offered, and prerequisite(s) are matched with the numbers on the grid below.

1. Course Title-Introduction to Technology	Grade Level 8	Prerequisite(s)—None
2. Course Title-Technology	Grade Level 9	Prerequisite(s)—None
3. Course Title-Metals 10	Grade Levels 10-11	Prerequisite(s)—None
4. Course Title-Metals, Fabrication, and Welding 11	Grade Levels 11-12	Prerequisite(s)—Metals
5. Course Title-Capstone Metal and Welding	Grade Level 12, 10, 11, and 12 sem. drafting	Prerequisite(s)—Metals

Key: I = Introduction D = Developmental M = Master

(Note: Master means to the extent a high school graduate could be reasonably expected to have mastered the concept.)

Concepts	Course Title Number				
	1	2	3	4	5
I. Knowledge of Iron and Steel Industry	I	I-D	D	D	D
II. Sheet Metal					
A. Design and Planning					
1. Identify drawings	I	I-D		D	D-M
2. Use working drawings (multiview and orthographic)	I	I-D	I-D	D	D-M
3. Identify objects by reading dimensions	I	I-D	I-D	D	D-M
4. Read snap notes			I	I-D	D-M
5. Take measurements	I	I-D	I-D	D	D-M
6. Communicate by means of sketches	I	I-D	I-D	D	D-M
7. Apply drawings, measurements, and dimensions to shop activities	I	I-D	I-D	D	D-M
8. Identify and use sheet metal layout equipment	I	I-D	I-D	D	D-M
9. Read blueprints			I-D	D	M
10. Understand various types of pattern development			I	D	M
11. Develop jigs and fixtures to fabricate metal			I	D	M

Source: Beaver Dam Unified School District

Concepts	Course Title Number				
	1	2	3	4	5
B. Cutting and Snapping	I	I-D	D	D	M
1. Squaring shears	I	I-D	D	D	M
2. Shear material accurately on Wysong Power Shear				D	M
3. Hacksaw		I-D	D		
4. Files	I-D	I-D	D	D	M
C. Forming					
1. Brake	I	I-D	D	D	M
2. Operate Diacro press brake				D	M
3. Fold	I	I-D	D	D	M
4. Roll	I	I-D	D	D	M
5. Bend bar stock		I-D			
6. Stretch metal		I-D			
7. Twist bar stock		I-D			
D. Polish		I-D	D	D	M
E. Assembly					
1. Rivet joints	I	I-D	D	D	M
2. Solder joints	I	I-D	D	D	M
3. Spot weld	I	I-D	D	D	M
F. Understanding safety as it relates to cutting and sawing metal	I	I-D	I-D	D	D-M
G. Visually identify materials used in metal fabrication industry			I	D	M
H. Math related to metal fabrication				I-D	M
I. Properties of sheet metal		I	I-D	D	M
J. Calculate simple bend allowance					
III. Welding					
A. Demonstrate and understand the effects of heating and cooling on the properties of steel			I	D	M
B. Correct welding techniques			I	D	M
C. Principles of arc welding			I-D	D	M
D. Weld following joint: Butt, Lap, T-joint, Edge					
1. Flat			I-D	D	M
2. Horizontal				I-D	M
3. Vertical				I-D	M

Concepts		Course Title Number 1	2	3	4	5
	E. Operate oxy-acetylene welding equipment			I-D	D	M
	F. Demonstrate welding and cutting skills				I-D	M
	G. Bronze weld				I-D	M
	H. Demonstrate knowledge and skill in use of MIG welding equipment				I-D	M
	I. Demonstrate knowledge and skill in use of TIG welding equipment					I-D
IV.	Metal Machining					
	A. Engine lathe			I	I-D	
	B. Drill press	I-D	I-D	I-D	D	M
	C. Surface grinder			I-D		
	D. Metal cutting band saw			I-D	D	M
	E. Milling machine			I-D		
	F. Metal shaper			I-D		
	G. Grinder		I-D	I-D	D	M
	H. Power hacksaw				I-D	
	I. Iron worker			I-D	D	M
V.	Bench Metal		I-D	I-D	D	M
	A. Filing		I-D	I-D	D	M
	B. Threading		I-D	I-D	D	M
	C. Cutting		I-D	I-D	D	M
	D. Finishing		I-D	I-D	D	M
VI.	Careers in Metals Industry	I	I	D	D	M
VII.	Safety Education	I-D	IDM	D-M	M	M

- serving as good role models,
- being prepared and organized,
- developing fair and equitable grading policies,
- varying their teaching styles, and
- fostering teamwork among students to develop employability skills (West, 1987).

The way teachers interact with students can affect student attitudes toward school and their achievements in school (Stallings, 1975). Simply talking with students can positively influence achievement. Teachers can use three techniques to motivate students with disabilities—reward systems, content-specific techniques, and general environmental conditions (Gloeckler and Simpson, 1988).

Reward Systems

Reward systems include the extrinsic rewards that have been the "heart of special education programs for the last 12 to 15 years" (Cohen, 1986). Grades, tokens (or points), and free time are typical rewards. For example, a vocational teacher may institute a token system in which students earn tokens for completing specified tasks, exhibiting desired behaviors, and so forth. The tokens can be exchanged for items or privileges (for example, free time).

When using extrinsic rewards, one should not assume that what motivates one student will necessarily motivate another. Therefore, identify what motivates each particular student; asking the student is the easiest way to identify a reinforcer.

"Recent research has demonstrated that under certain circumstances extrinsic reinforcers can undermine intrinsic motivation"(Cohen and Beattie, 1984). When learners perceive that they are doing assignments to please teachers or get tokens, they may lose interest in assignments or minimize their efforts (Cohen and Beattie, 1984). When students perceive that they are performing to beat deadlines or avoid teachers' surveillance, intrinsic interest in activities may be undermined (Lepper and Greene, 1978).

Although not material in nature, praise also can be considered a reward. It has been suggested that "praise, when used, should be specific, uncontrived, and in language that builds self-esteem and does not patronize the student" (Morsink, 1984). When using praise, tailor it to the individual needs of the students: "Care must be taken so that praise does not lose its power as a behavior modifier or reinforcer by being overused" (Zigmond, et al., 1986). When instructors use praise too frequently, it no longer serves as a reinforcer. It has been found that "a good rule of thumb in using praise as a reinforcer for high school students is to use only contingent praise, that is, praise which specifies the particular behavior or performance that the teacher finds praiseworthy" (Zigmond, et al., 1986).

Adolescents with disabilities must be taught that successfully completing a task can bring them joy. Students can then realize the reward of advancing their vocational or scholastic goals through school-related activities. They can also learn that activities related to their interests are pragmatic and have built-in successes.

Content-specific Techniques

Content specific techniques differ "in that they are more directly related to particular tasks" and therefore are more intrinsically motivating (Gloeckler and Simpson, 1988). These content-specific techniques include

- making the task relevant (relating the content to the students' own vocational experiences and providing opportunities relevant to potential careers or vocational opportunities).
- demonstrating the utility of the task (explaining why the task is useful—without mastering the first step, the student will be unable to proceed to the next step).
- making the task interesting (using different methods to teach the task or letting the student think of different options to complete the task).
- taking field trips (as long as teachers design appropriate structure and follow-up to the field trip).
- having guest speakers (as long as they are relevant to the content or subject being discussed).
- promoting group discussions (using questioning techniques to determine understanding and grouping students in pairs or small groups to solve problems or complete projects).
- associating and integrating new tasks with those already learned to remind students what they have learned and how that knowledge applies to what they are going to do next.

Here are some practical concepts that, when incorporated into classwork, can motivate adolescents with learning disabilities.

- Provide adolescents with choices. Give students alternative ways to complete assignments and prepare alternative, equivalent tests (essay, short answer, and multiple choice) that allow students to choose the option they prefer.

- Provide students the opportunity to "own" their education. Offer students the chance to share classroom responsibilities (collecting papers, taking roll, and running errands). Solicit suggestions for field trips and extracurricular activities or ask students to assess their own progress.
- Assign relevant tasks. Select topics of interest, relate content to the students' own experiences, and offer opportunities relevant to potential careers or vocational opportunities.
- Give students feedback. Explain incorrect answers, inform students about their progress, and focus on learners' actions rather than teachers' perceptions (Cohen and Beattie, 1984).

General Environmental Conditions

General environmental conditions do not "depend on techniques that are associated with particular learning tasks. (They) center around the relationship of students to the entire classroom environment, including their personal interaction with teachers. The creation of a supportive milieu revolves around the personality and attitudes of teachers and includes their enthusiasm for the subject and their respect for and confidence in the students. It is manifested in student enthusiasm and participation in the direction of their own learning" (Gloeckler and Simpson, 1988).

Teachers create supportive environments through their personalities, attitudes, and behaviors. In supportive environments, teachers are enthusiastic, show respect, and have confidence in their students. If students realize that teachers are on their side, that teachers respect them, and are willing to modify curricula to accommodate their differences, students will show enthusiasm for and participate in the learning process. Even if teachers are unwilling to restructure their curricula or change their instructional techniques, they can develop

- positive attitudes,
- an emphasis on achievement, and
- a reinforcement system that rewards success.

Instructional Strategies

Special educators should work with vocational educators to adapt vocational instruction to respond to the needs of students with disabilities. Students with disabilities represent a diverse population with different learning styles. Not all students will learn with the same instructional techniques or at the same rate. Therefore, when planning instructional activities, teachers should consider

- student learning, behavioral, and personal characteristics, as well as ability levels (reading level, math level, and so forth),
- preferred learning style,
- interests, and
- difficulty of the subject matter to be covered.

Students must

- have some successes to be motivated,
- gain confidence in themselves,
- be invited to participate, and
- be allowed to participate without fear of embarrassment or failure (Brolin, McKay, and West, 1978).

It is difficult to individualize instruction when teaching 25 or more students at one time. However, certain strategies and methods can help teachers meet the individual needs of their students. Many techniques can accommodate students with disabilities in mainstream settings.

Cooperative Learning

Cooperative learning has been described (Greene, Albright, and Kokaska, 1989) as a "systematic model for helping teachers instruct students in working groups so that the student will

- learn the subject matter,
- demonstrate skills in working with peers of all ability levels, and
- solve group problems and resolve differences with minimal assistance from the teacher."

Teachers place regular students and students with disabilities in groups of two to six students to learn specific content or to work on a project. Students understand that each member is essential and that they must work together to achieve the common goal. It has been suggested that teachers make it clear that projects require joint, rather than individual effort (Johnson and Johnson, 1986). All group members must learn the material, make sure others learn it, and complete the assignments. To succeed, all members must work together. For example, teachers may ask the group to produce a single product or report, or one member of the group can be chosen to explain its findings. Teachers may determine grades by averaging individual grades, by selecting the grade of one to represent the group, or, best of all, by grading both individual and group accomplishments.

Advantages of Cooperative Learning

Flexible grouping of students has advantages for both teachers and students (Sarkees and Scott, 1985). Cooperative learning

- allows the teacher to individualize instruction, tasks, and assignments to meet the needs of students in specific groups.
- allows the teacher to arrange instruction so it is more diversified and meaningful for the entire class.
- allows the teacher more time to work among students, instead of spending a great deal of time with one or two students.
- motivates learners with disabilities because teachers design tasks that will not threaten or frustrate them.
- provides learners with disabilities with opportunities to work with peers and establish positive relationships.

Cooperative learning results in cognitive (student achievement) and affective (acceptance, understanding, and self-esteem) gains (Johnson and Johnson, 1978, 1986; Johnson, et al., 1981; Sharan, 1981; Slavin, 1980, 1981; Talmage, et al., 1984). Cooperative strategies promote more positive relationships between all students. Students also learn to form positive relationships between and among each other.

Tutoring

Tutoring can also invigorate the learning process for students with disabilities. Individuals other than the teacher help students improve their skills or master the required competencies. The "intent of tutoring is to facilitate collaborative learning, resulting in increased student attention and learning efficiency and improved teacher-student relations" (Greene, Albright, and Kokaska, 1989). Tutors can

- teach content area instruction,
- reinforce instruction,
- teach remedial academics (reading and math),
- perform demonstrations,
- work one-on-one or in small groups,
- aid in completing assignments and projects,
- help review for tests, and
- administer and evaluate tests (Sarkees and Scott, 1985).

Tutors can help provide attention that students need to master the lesson. Tutoring can reduce anxieties and instill confidence both in the tutor and student. In some cases, teachers have found that students with disabilities have been able to act as tutors for other students.

Educators can recruit tutors from many sources. Parents, senior citizens, college students, part-time workers from the community, other instructors, and peers can help in the classroom. Peers can be recruited from the same class, from similar or advanced classes, or from classes of students interested in pursuing a career in teaching. Extra credit, elective credit toward graduation, or use of tutoring as an extracurricular high school activity can provide incentives to participate.

A successful tutoring program requires careful planning, training, and monitoring. Educators must select tutors carefully. Tutors have to be well-matched with students with disabilities, and they must be committed, accepting, patient, and able to tolerate learner mistakes. Tutors must understand the behavioral and learning characteristics of the students with whom they are working. They must also be trained (especially if they do not already have the skills or content knowledge) to

- understand classroom procedures,
- communicate,
- give constructive criticism,
- handle problems, and
- evaluate the quality of the finished product.

Instructors must monitor tutoring situations if such relationships are to work. At first, the instructor will need to provide extensive monitoring to make sure the tutor is upholding the standards, that tutors and students are compatible, and that the tutor is not actually doing the work. Early in the tutoring relationship, instructors may have to invest considerable time. However, as both the tutor and the student become more comfortable with the relationship and the expectations, monitoring becomes less frequent.

Advantages of Tutoring

Enlisting tutors to help students with disabilities includes the following advantages.

- Students with disabilities remain in the regular vocational class.
- Students with disabilities develop good interpersonal skills; for example, asking for help, giving help, and working collaboratively.
- Students with disabilities increase their self-concept.
- Both tutors and students increase their achievement.

The use of tutors also benefits teachers because teachers

- have more time to help other students,
- find that the teaching load is reduced,

- discover that both the tutors and the students with disabilities improve their attitudes toward school, and
- see that there is improved monitoring of learning and individualization of instruction.

In summary, research suggests that one-to-one tutoring offers many benefits, even when another student conducts it. Tutoring benefits include increased time when students are academically engaged, more learning within a single lesson, and optimum progressions through curriculum sequences for individual students. In addition to these benefits, tutoring at the secondary level can also provide opportunity for students to acquire study skills (Jenkins and Jenkins, 1985).

Collaboration

Collaboration is another technique that enhances learning and accommodates students with disabilities in vocational classrooms. A collaborative approach "combines the knowledge and expertise and resources of several individuals or agencies in a common effort to provide a successful vocational education learning experience for a special learner" (Greene, Albright, and Kokaska, 1989).

Although many exist, collaboration models have in common the definition that collaboration is a "collaborative, voluntary, mutual problem-solving process that leads to the prevention or resolution of identified educational problems." Success depends on four essential conditions (Harris, 1989).

First, the process used to construct and implement the program has to be clear. "It is important that there is a professional respect based on a recognition of each other's technical expertise and that all individuals involved in the collaborative activity are able to communicate effectively with one another through problem solving and implementation procedures" (Harris, 1989). Second, time has to be set aside for the consultation or collaboration to occur. Teachers may have little time during the school day to plan lessons collaboratively, leaving no choice but to meet either before (some schools have started "breakfast clubs") or after school. Third, administrative support has to be present. (See chapter 2 for strategies on how to gain administrative support.) Administrators must provide time so teachers can collaborate, reflect, and develop innovations to enhance student learning. Fourth, staff members have to be trained. For the collaborative process to work, teachers, administrators, and counselors need communication skills, collaborative problem-solving skills, organizational and teaching strategy skills, and knowledge.

Instructional support provided by a special educator exemplifies collaboration that can enhance the education of students with disabilities in regular vocational settings. This technique blends the special educator's expertise in teaching techniques with the vocational educator's expertise in technical knowledge and what to teach. The role of the special educator may be to provide direct support to students with disabilities, or provide indirect support to vocational instructors, other instructors, or the program itself. The involvement of special educators depends on the needs of students and instructors.

Direct Instructional Support

The phrase "direct instructional support" refers to working directly with students

- in the vocational classroom;
- in the special education classroom (for example, providing a parallel instruction based on the vocational curriculum); and
- within the community (for example, providing support in a work experience program).

The special educator can provide direct support to students in the vocational classroom by

- teaching concepts (for example, measurement skills),
- redesigning handouts,
- outlining chapter questions,
- highlighting and color-coding texts,
- taking notes,
- assisting with the completion of daily assignments,
- checking weekly assignments,
- motivating students in the class,
- providing study sheets,
- reading tests to the students, and
- giving further explanations or demonstrations of activities.

Students who lack the necessary behaviors and skills for placement in a regular vocational education program may obtain remediation in a special education classroom. The special education teacher may need to teach the student skills, such as how to get along with others, listen, follow directions, or take notes. Special instruction units similar to vocational course content may have to be developed so the student can acquire the competencies necessary to succeed in the vocational class.

Students can receive direct support within the community. In addition to helping students gain employment, instructors or job coaches can help the student advance in the job. For example, a special educator in a Wisconsin community helped a student with disabilities learn to drive vehicles with manual transmissions and showed the student the location of his delivery and warehouse sites. In another case, the special education instructor visited the student's job site to teach concepts such as stock rotation, facing shelves, and basic math skills (Gugerty, et al., 1988). Educators can also directly support students by canvassing the community for jobs.

Indirect Support

Support extends beyond directly instructing students. Indirect support includes conducting inservices to let others know how special and vocational educators collaboratively enhance student education. Another aspect is to conduct a follow-up of students with disabilities during a vocational education program and after they leave it. This enables educators to monitor student progress and provide appropriate support services, as necessary. Demonstrating the success of students after they leave school can justify the program. Educators can also analyze student outcome data to modify the program to ensure success for others.

The special educator can also provide indirect support to vocational teachers in the classroom by

- suggesting methods that may help to ensure success for students with disabilities (using competency-based curricula, considering motivational techniques, adapting instructional strategies, teaching to unique needs, and modifying grading practices),
- helping plan lessons and activities,
- helping instruct,
- developing class review sheets that reinforce the instructor's lessons,
- helping review lessons,
- writing tests,
- proctoring tests,
- operating audiovisual equipment, and
- taking students on field trips to reinforce a lesson they may have had in class.

Advantages of Collaboration

There are many advantages to collaboration (Greene, Albright, and Kokaska, 1989). They include

- group problem solving and decision making,
- sharing resources,
- sharing responsibility for effective vocational education for students,
- enabling the special education teacher to gain valuable knowledge about vocational curriculum,
- enabling the vocational instructor to learn strategies to work effectively with students with disabilities,
- holding students with disabilities accountable for work,
- keeping students with disabilities in regular vocational courses, and
- helping other students shed some prejudices concerning students with disabilities and special education teachers.

Another advantage of providing instructional support through collaboration is that special educators in the vocational classroom may allow the vocational instructor to give more individual assistance to those who need it. Thus, all students benefit from collaboration.

Considering Unique Needs

Rather than lowering expectations and standards, special and vocational teachers should work together to design curricula that meet the unique needs of all students. Teachers can meet some students' needs by considering the individual learning styles of students. Learning styles have been defined as the *way a classroom would be organized to respond to individual needs for quiet or noise, bright or soft illumination, temperature differences, seating arrangements, mobility needs, or grouping preferences. It suggests the patterns in which people tend to concentrate best—alone, with others, with certain types of teachers, or in combinations thereof. It suggests the senses through which people tend to remember difficult information most easily—by hearing, speaking, seeing, manipulating, writing or notetaking, experiencing, or, again, a combination of these (Dunn and Griggs, 1988).*

Learning style also considers motivation, ontask persistence, the need for simultaneous multiple assignments, the kind and amount of structure required, and conformity versus nonconformity levels.

Teachers can determine their students' learning styles informally through observation (Do they perform better when given oral or written directions?), by asking others (teachers, counselors, or school psychologists), and by talking to students themselves. Formal methods of determining styles are also available (see figures 24, 25, and 26).

■ Figure 24

What Is Your Learning Style?

Check the boxes in front of the statements that apply to you.

List A

☐ 1. People say you have terrible handwriting.

☐ 2. You don't like silent filmstrips, pantomimes, or charades.

☐ 3. You would rather perform (or listen to) music than do (or view) art, and you would rather listen to a tape than look at a filmstrip.

☐ 4. You sometimes leave out words when writing, or sometimes you get words or letters backward.

☐ 5. You can spell out loud better than when you have to write it down.

☐ 6. You remember things you talk about in class much better than things you have to read.

☐ 7. You dislike copying material from the blackboard or bulletin board.

☐ 8. You like jokes or riddles better than cartoons or crossword puzzles.

☐ 9. You like games with lots of action or noise better than checkers or most other board games.

☐ 10. You understand better when you read aloud.

☐ 11. Sometimes you make math mistakes because you don't notice the sign or because you read the numbers or directions wrong.

☐ 12. It seems like you are the last one to notice something new—for example, that the classroom was painted or that there is a new bulletin board display.

☐ 13. Map activities are just not your thing.

☐ 14. You must struggle to keep neat notes and records.

☐ 15. You use your fingers as a pointer when you read.

☐ 16. You frequently hum or whistle to yourself when you are working.

☐ 17. Sometimes your eyes just "bother" you but your eye tests come out all right, or you have glasses which your eye doctor says are just right for you.

☐ 18. You hate to read from duplicated sheets, especially blotty ones.

☐ 19. "Matching test" questions are a problem to sort out (even if you know some of the answers).

☐ 20. Sometimes when you read you mix up words that look similar (pill-pull, bale-hale).

_______ Score: Number answered yes.

List B

☐ 1. It seems like you always have to ask somebody to repeat what he or she just said.

☐ 2. Sometimes you may find yourself "tuned out"—staring out the window when you were really trying to pay attention to something.

☐ 3. Often you know what you want to say, but you just can't think of the words. Sometimes you may even be accused of "talking with your hands" or calling something a "thingamajig" or a "whatyacallit."

☐ 4. You have been in speech therapy at some time previously.

☐ 5. You may have trouble understanding a person who is talking to you when you are unable to watch the person's face while he or she is speaking.

☐ 6. You would rather receive directions in a demonstration format than in spoken form.

☐ 7. When you watch TV or listen to the radio, someone is always asking you to turn it down.

☐ 8. Your family says that you say "huh?" too much.

☐ 9. You would rather demonstrate how to do something than make a speech.

☐ 10. Spoken words that sound similar (bell or bill, pin or pen) give you trouble. Sometimes you can't tell them apart.

☐ 11. You have trouble remembering things unless you write them down.

☐ 12. You like board games such as checkers better than listening games.

☐ 13. Sometimes you make mistakes in speaking (like saying "He got expended from school").

☐ 14. You like art work better than music.

☐ 15. You have to go over most of the alphabet to remember whether, for example, "m" comes before "r."

☐ 16. You like it better when someone shows you what to do, rather than just telling you.

☐ 17. You can do a lot of things that are hard to explain with words like fixing machines or doing macrame.

☐ 18. You usually answer questions with "yes" or "no" rather than with complete sentences.

☐ 19. Often you forget to give verbally received messages (such as telephone messages) to people unless you write them.

☐ 20. You are always drawing little pictures on the edges of your papers, or doodling on scratch paper.

_______ Score: Number answered yes.

If list A is very much higher than list B, the person might be considered an auditory learner. If list B is much higher, the person might be considered a visual learner. If both lists are high, this person's best learning mode would probably be touching and doing

Source: Marnell L. Hayes. *The Tuned-In, Turned-On Book About Learning Problems* Novato, CA: Academic Therapy Publications, 1974.

Figure 25

Center for Instruction, Technology, and Education (C.I.T.E.) Learning Styles Instrument

Most like me Least like me
4 3 2 1

1. When I make things for my studies, I remember what I have learned better. ______
2. Written assignments are easy for me to do. ______
3. I learn better if someone reads a book to me than if I read silently to myself. ______
4. I learn best when I study alone. ______
5. Having assignment directions written on the board makes them easier to understand. ______
6. It's harder for me to do a written assignment than an oral one. ______
7. When I do math problems in my head, I say the numbers to myself. ______
8. If I need help in the subject, I will ask a classmate for help. ______
9. I understand a math problem that is written down better than one I hear. ______
10. I don't mind doing written assignments. ______
11. I remember things I hear better than things I read. ______
12. I remember more of what I learn if I learn it when I am alone. ______
13. I would rather read a story than listen to it read. ______
14. I feel like I talk smarter than I write. ______
15. If someone tells me three numbers to add, I can usually get the right answer without writing them down. ______
16. I like to work in a group because I learn from the others in my group. ______
17. Written math problems are easier for me to do than oral ones. ______
18. Writing a spelling word several times helps me remember it better. ______
19. I find it easier to remember what I have heard than what I have read. ______
20. It is more fun to learn with classmates at first, but it is hard to study with them. ______
21. I like written directions better than spoken ones. ______
22. If homework were oral, I would do it all. ______
23. When I hear a phone number, I can remember it without writing it down. ______
24. I get more work done when I work with someone. ______
25. Seeing a number makes more sense to me than hearing a number. ______

Most like me Least like me
4 3 2 1

26. I like to do things like simple repairs or crafts with my hands. ______

27. The things I write on paper sound better than when I say them. ______

28. I study best when no one is around to talk or listen to. ______

29. I would rather read things in a book than have the teacher tell me about them. ______

30. Speaking is a better way than writing if you want someone to understand what you really mean. ______

31. When I have a written math problem to do, I say it to myself to understand it better. ______

32. I can learn more about a subject if I am with a small group of students. ______

33. Seeing the price of something written down is easier for me to understand than having someone tell me the price. ______

34. I like to make things with my hands. ______

35. I like tests that call for sentence completion or written answers. ______

36. I understand more from a class discussion than from reading about a subject. ______

37. I remember the spelling of a word better if I see it written down than if someone spells it out loud. ______

38. Spelling and grammar rules make it hard for me to say what I want to in writing. ______

39. It makes it easier when I say the numbers of a problem to myself as I work it out. ______

40. I like to study with other people. ______

41. When the teachers say a number, I really don't understand it until I see it written down. ______

42. I understand what I have learned better when I am involved in making something for the subject. ______

43. Sometimes I say dumb things, but writing gives me time to correct myself. ______

44. I do well on tests if they are about things I hear in class. ______

45. I can't think as well when I work with someone else as when I work alone. ______

On the following page, the questions are grouped by their numbers under different learning styles. Put the student's reported numerical rank next to the question number and follow the formula to determine if that learning style is major, minor, or negligible to use.

Source: Babich, et al., Wichita (Kansas) Public Schools, Murdock Teacher Center.

C.I.T.E. Learning Styles Instrument Score Sheet

Visual Language

5 __________

13 __________

21 __________

29 __________

37 __________

Total __________ x 2 = __________ (score)

Visual Numerical

9 __________

17 __________

25 __________

33 __________

41 __________

Total __________ x 2 = __________ (score)

Auditory Language

3 __________

11 __________

19 __________

36 __________

44 __________

Total __________ x 2 = __________ (score)

Auditory Numerical

7 __________

15 __________

23 __________

31 __________

39 __________

Total __________ x 2 = __________ (score)

Kinesthetic-Tactile

1 __________

18 __________

26 __________

34 __________

42 __________

Total __________ x 2 = __________ (score)

Social-Individual

4 __________

12 __________

20 __________

28 __________

45 __________

Total __________ x 2 = __________ (score)

Social-Group

8 __________

16 __________

24 __________

32 __________

40 __________

Total __________ x 2 = __________ (score)

Expressiveness-Oral

6 __________

14 __________

22 __________

30 __________

38 __________

Total __________ x 2 = __________ (score)

Expressiveness-Written

2 __________

10 __________

27 __________

35 __________

43 __________

Total __________ x 2 = __________ (score)

Score: 33 – 40 = Major Learning Style
20 – 32 = Minor Learning Style
5 – 20 = Negligible Use

Figure 26

Student Inventory

Directions: Place a "+" next to items that are easiest for you to do.
Place a "-" next to items that are the most difficult for you to do.

A. Gathering Information

______ College-level textbooks
______ Course lectures
______ Group discussion
______ Audiovisual materials
______ Audiotapes
______ Concrete experience (by doing something)
______ Observation of others
______ Asking questions
______ Role playing
______ Other ____________________

B. Learning Environment

______ Working independently
______ Working with a peer tutor
______ Participating in a small group/classroom
______ Participating in a large group/classroom
______ Listening to Audiotapes
______ Other ____________________

C. Assignment

______ Worksheets
______ Short papers (2 to 3 pages)
______ Term papers (10 to 20 pages)
______ Demo/lab projects
______ Art/media projects
______ Oral reports
______ Group discussions
______ Word problems/math
______ Map/charts/graphs
______ Internships/practicums
______ Other ____________________

D. Test Formats

______ Short answer
______ Essay
______ Multiple choice
______ True-false
______ Matching
______ Computation/math
______ Oral examinations
______ Other ____________________

Source: Loring Brinckerhoff, University of Wisconsin-Madison, McBurney Resource Center.

Directions: Check the areas that give you the most trouble.

☐ Going to class on time
☐ Going to class prepared (taking pens, paper, and so forth)
☐ Becoming motivated to start work
☐ Budgeting time
☐ Sticking with an assignment until completion
☐ Following oral directions
☐ Following written directions
☐ Organizing ideas and information
☐ Drawing conclusions, making inferences
☐ Understanding abstract concepts
☐ Finding the right word to describe something orally
☐ Expressing ideas precisely in writing
☐ Writing legibly
☐ Reading comprehension
☐ Reading rate
☐ Sounding out unfamiliar words
☐ Mathematical reasoning and word problems
☐ Mathematical computation
☐ Remembering specific course vocabulary
☐ Test-taking anxiety
☐ Lack of self-confidence
☐ Making new friends
☐ Understanding humor and sarcasm
☐ Making "small talk"

Directions Check the areas in which you would like additional information.

☐ General information on learning disabilities
☐ An assessment of basic skills
☐ Arranging for a hearing test
☐ Arranging for a vision test
☐ Counseling services

☐ Tutorial instruction
    - ☐ Notetaking in lectures
    - ☐ Outlining a textbook
    - ☐ Writing a term paper
    - ☐ Spelling
    - ☐ Basic grammar skills (punctuation, sentence construction, and so forth)
    - ☐ Basic math skills
    - ☐ Basic reading skills
    - ☐ Test taking skills
    - ☐ Locating information in the library
    - ☐ Special tutorial help in ______________________________
    - ☐ Other ______________________________
      ____

Directions: Describe your greatest academic/vocational strengths.

____

____

____

____

____

____

____

____

____

____

____

____

After discovering their students' learning styles, teachers should analyze their teaching styles. The way a teacher teaches is not necessarily the way a student learns. When analyzing their instructional styles, teachers should consider the following:

- educational philosophy,
- organization of the classroom,
- grouping of students,
- use of visual and audiovisual aids, printed materials, and psychomotor activities, and
- amount of structure (Sarkees and Scott, 1985).

Once the student's learning style and the teacher's teaching style have been analyzed, they should be compared to obtain a comfortable fit. Although some research indicates that learning style preference should not be used to determine teaching procedures (Tarver and Dawson, 1978), other research demonstrates that teachers alert to modality preference and styles of learning are more successful than those who are not (Dunn and Dunn, 1987; Gloeckler and Simpson, 1988; Kirk, Kliebhan, and Lerner, 1978). Teachers also should be sensitive to individual learning styles as well as the "nature of the material to be learned, level of difficulty, level of abstractness, presentation speed, prerequisite learnings, innate abilities, and past experiences in formal education" (Gloeckler and Simpson, 1988).

Conclusion

To help students with disabilities succeed as independent adults, they must be provided with the necessary skills and competencies while still in high school. At first glance, this task may appear overwhelming. However, several strategies can make the job easier.

Special and vocational educators can work together to provide students with disabilities with needed skills and competencies within the framework of a competency-based curriculum. Competency-based curricula are useful to teachers prior to student placement, during enrollment, and upon completion of the program. Competency-based curricula also benefit students because they are appropriate and relevant to students' unique needs.

There is no "bag of tricks" into which teachers can reach for answers that will work with all students. However, certain techniques and strategies can help if teachers and students are willing to try. Teachers need to be aware of how reward systems, content-specific techniques, and general environmental conditions can influence their students' motivation and learning. Educators must be willing to experiment with different instructional strategies to help students with disabilities master the skills and competencies needed for employment.

The strategies presented here are only a few of many that can be used to improve learning for students with disabilities in the regular vocational classroom. Incorporating different strategies and creating a positive learning environment require time, preparation, patience, and determination to make them work. A collaborative effort between special and vocational educators, in which the special educator provides direct and indirect instructional support and the vocational educator provides occupational expertise, will make the task easier. These efforts ultimately benefit all students.

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Collaboration

5

Designated Vocational Instruction (DVI) proposes to improve the scope, sequence, and quality of secondary-level vocational education for students with disabilities. Reaching this goal may require changes in the

- philosophy and objectives of programs that serve students with disabilities.
- roles and responsibilities of educators, support staff, community-based agencies, and families.
- attitudes, knowledge, and skills required by individuals who work with students with disabilities.

By virtue of its interdisciplinary focus, the DVI approach involves a cooperative process for change. DVI instructors facilitate change. They directly support, assist, and at times even nurture colleagues, families, and students. DVI instructors who facilitate team planning and implement and refine the DVI approach may find the following brief discussion about emotional responses to organizational change helpful.

To effectively institute change, DVI instructors communicate to team members their goals, objectives, operating procedures, and rewards or incentives. Individuals involved in change efforts, however, rarely expect the emotional reactions that frequently accompany changes. This emotional response to change, and the inefficiencies that go with it, can be minimized when it is understood and anticipated. Five phases make up the continuum of emotional response to change (Kelley and Conner, 1979).

1. uninformed optimism (certainty of success),
2. informed pessimism (doubt),
3. hopeful realism (realistic hope of success),
4. informed optimism (confidence that success will occur), and
5. rewarding completion (professional satisfaction in achieving objectives).

Each phase in this cycle affects the perceptions, values, feelings, and needs of those involved. The project's ends and means are often adjusted accordingly. Awareness of typical emotional reactions to the process of change helps prepare the DVI instructor and everyone else involved for the turbulence that occurs when implementing new approaches.

The DVI Instructor

A new curriculum or new materials and equipment will not bring about the changes prescribed by the DVI approach. Overall changes in the scope and quality of vocational education for students with disabilities will occur only as people alter their behavior. Predetermining timelines for individuals or schools to implement this approach, or dictating specific actions, will not achieve the desired results. The ultimate success of a DVI approach depends on whether it is flexible enough to meet the needs of people involved. A DVI instructor must work collaboratively with people to help them adapt systematically to change and to recognize diverse needs within the organizational and political structure of the school and community.

A Change Facilitator

Keep in mind that the role of a DVI instructor can and will be defined in many ways. Here are four ways in which DVI instructors act as change agents (Havelock, 1973).

Catalyst. People and systems often avoid change. They prefer to maintain the status quo. A DVI instructor may need to prod such individuals gently to overcome this inertia.

Solution Giver. A DVI instructor may know what needs to change and how change should occur. But giving solutions involves knowing when and how to offer changes in a way that meets the needs of all and enhances ownership for determining and solving problems.

Resource Linker. A DVI instructor brings people together to help them use their talents and resources most efficiently and effectively.

Process Helper. A DVI instructor helps solve problems. The problem-solving process requires movement through a series of stages that the DVI instructor will facilitate. Effective problem solving is contingent upon

- addressing every stage in the process,
- recognizing critical questions to address and issues to resolve at each stage, and
- spending the necessary amount of time required for each stage.

Problem solving is an active and dynamic process. DVI instructors must be prepared to move between stages and, in some instances, operate across several stages at one time.

A Communicator

These multiple functions require that DVI instructors communicate adeptly. DVI instructors should consider the following principles for communicating effectively with colleagues. Effective communication begins with friendliness and familiarity. Concentrate on smiling, firmly shaking a person's hand, looking them straight in the eye, and greeting them and continuing to address them by name. Talk about interests apart from work and acknowledge common roles, tensions, or problems.

As soon as possible, do something that the person perceives as helpful. For example, share a useful piece of information related to the interaction. This reward may be a compliment about the person's willingness to communicate, a verbal suggestion, or printed piece of information addressing the issue(s) discussed (Havelock, 1973).

Effective Communication

A skilled listener is the most effective communicator. Listening objectives should be both simple and basic. Encourage people to

- talk freely and frankly,
- discuss matters and problems they consider important,
- furnish as much information as they can,
- get greater insight and understanding of their problem,
- see the causes and reasons for their problems and figure out solutions, and
- develop a reputation as someone who keeps confidences and does not gossip.

An effective listener

- shows interest,
- understands the other person,
- expresses empathy,
- singles out the problem if there is one,
- listens for causes to the problem,
- helps the speaker associate the problem with the cause,
- encourages the speaker to develop competence and motivation to solve her or his own problems, and
- cultivates the ability to be silent when silence is needed. Successful people usually know how to remain silent and keep their counsel.

Unsuccessful listening techniques include

- arguing,
- interrupting,
- passing judgment too quickly or in advance,
- giving unsolicited advice, and
- jumping to conclusions.

Figure 27 outlines key listening techniques, their purposes, and how they can be used. These are guides for DVI instructors to use while listening and communicating with colleagues. In each case, understanding these techniques is easy, but using them effectively can be difficult.

Effective communication requires practice, and effective practice requires repetition, patience, and honest feedback from others. No set formula establishes good relationships with individuals involved in the DVI approach. These relationships build over time and largely depend on the willingness of all parties to listen to and receive new information from each other.

Effective communication is the basis for subsequent endeavors leading to implementing the DVI approach in local school districts. The principles described above help DVI instructors build implementation teams and solve problems as they arise. They are good habits for everyone to develop.

Figure 27

Specific Listening Techniques

Technique	Purpose	Examples
Clarify	1. To get additional facts. 2. To help them explore all sides of a problem.	1. Can you clarify this? 2. Do you mean this...? 3. Is this the problem as you see it now?
Restate	1. To check your meaning and interpretation with theirs. 2. To show you are listening and that you understand what they are saying. 3. To encourage them to analyze other aspects of matter being considered and to discuss it with you.	1. As I understand it then, your plan is... 2. This is what you have decided to do and the reasons are...
Neutral	1. To convey that you are interested and listening. 2. To encourage someone to continue talking.	1. I see 2. Uh-huh 3. That's very interesting 4. I understand
Reflect	1. To show that you understand how they feel about what they are saying. 2. To help individuals evaluate and temper their own feelings as expressed by someone else.	1. You feel that... 2. It was a shocking thing as you saw it. 3. You felt you didn't get a fair shake.
Summarize	1. To bring all the discussion into focus in terms of a summary. 2. To serve as a springboard for further discussion on a new aspect or problem.	1. These are the key ideas you expressed... 2. If I understand how you feel about the situation...

Source: Adapted from materials of the Management Development Laboratory presented by the Department of Mental Health Division of Personnel Service, in cooperation with the Industrial Relations Center, the University of Chicago.

Building a Team

Building good working relationships depends on communication networks among colleagues. The first step in building an implementation team requires selecting key individuals who support the DVI concept. These individuals should be leaders or influential people who can plan for the education and placement of targeted students into employment settings. Analyzing and matching individual skills and talents with expected needs will help DVI instructors select team members. The DVI communication network should include

- administrators,
- vocational educators,
- special educators,
- school counselors,
- support staff,
- adult service agency staff,
- families, and
- students.

These individuals, critical to the network's success, contribute equally to achieve positive outcomes. Within these groups, however, the DVI instructor should initially select key individuals who will support rather than inhibit DVI goals. Consider the following questions when planning for implementation:

Who are the leaders and influential people? Understand both the formal and informal leadership structure when establishing solid relationships with these leaders. Identify the key people to whom others turn for new ideas—the opinion leaders, apart from the formal chain of command. These influential individuals often set the standards for others within the DVI network. Chart the school's organizational structure, and enlist the support of these individuals when implementation begins.

What are the unique interpersonal-cognitive styles of the individuals with whom the DVI instructor will work? Carefully considering interpersonal-cognitive styles enables the DVI instructor to understand why people do what they do and to gain insights into how to use everyone's strengths more creatively and productively. The styles of different people may set them apart and require different strategies so they can all work together.

With whom should the DVI instructor choose to work? Choose team members from within this network who can influence others. DVI instructors will be most successful if they include people who

- are opinion leaders,
- are formal leaders,
- represent the major interests of groups within the network,
- have public relations abilities,
- have credibility and are respected, and
- have a variety of interpersonal-cognitive styles to both promote cohesiveness among the group and accomplish the needed tasks.

The relationships DVI instructors build with individuals in the DVI network often depend on first impressions. When network members first meet, they will size up each other and set the stage for future problem solving. Therefore, take special care to plan and prepare for these initial encounters by deciding

- What should be communicated to whom?
- When is the best time?
- Where is the best place?
- What is the best method?

In an attempt to assist the DVI instructor in these encounters, a number of activities and helpful hints have been identified. They relate to what, and how, to communicate to administrators, vocational educators, special educators, school counselors, local vocational education coordinators, the Department of Public Instruction (DPI), students, families, advisory committees, and community agencies (Gilles, et al., 1985). Additional suggestions are given for what information to obtain and communicate in the Individualized Education Program (IEP) process and prior to instruction.

Administrators

What to Communicate

- Explain the DVI plan of action.

- Clarify the philosophy and roles of personnel involved in the DVI approach.

- Discuss the school's progress toward goals of the DVI approach.

- Provide information on exemplary efforts by vocational education and special education staff members and students.

- Discuss the continued need for specific staff development activities to improve attitudes about the DVI instructor's performance of the task and the impact of the approach.

- Communicate the value and need for DPI site visits to assist in evaluation and feedback.

- Remember the need for continual collaborative development to help understand the individuals in annual planning activities.

- Remember willingness and availability of individuals to promote and explain the DVI approach.

- Restate the agenda and minutes of meetings related to the DVI approach.

- Remind everyone of available staff development opportunities related to implementation goals.

- Provide information about the needs of students with disabilities related to future occupational roles.

- Target groups to receive DVI program information (parents, community organizations, school board, incoming students, and so forth).

Helpful Hints/Resources

- Be aware of chain of command and staff personalities in your district.

- Set up regularly scheduled informative updates (oral and written).

- Seek input and advice about ideas and strategies for accomplishing action.

- Seek and share input from individuals within the DVI network about needs.

- Use effective listening and problem-solving skills to help understand the position of administrators related to objectives of the DVI approach.

- Volunteer to write or arrange news releases on the school's involvement in the DVI approach.

- Employ graphics arts, journalism, and art departments to develop promotional materials related to the DVI program.

- Share information about program activities and issues through a newsletter.

- Share agenda and minutes of meetings related to the DVI approach.

- Develop slide presentations showing DVI-related activities within the school.

Vocational Educators

What to Communicate

- Clarify the philosophy and roles of personnel involved in the DVI approach.
- Encourage and discuss the rationale for involvement in the Multidisciplinary-Team (M-team) process and determination of IEP objectives.
- List students with disabilities enrolled in vocational education courses.
- Provide information concerning students' strengths and weaknesses.
- Supply information regarding skills attained in previous classes.
- Provide information regarding learning styles of students.
- Supply verbal and written documentation of students' performance.
- Discuss the value of direct communication between special and vocational educators related to course
  - — descriptions,
  - — requirements,
  - — entry- and exit-level competencies, and
  - — student performance.
- Remember the need for open access between a DVI instructor's classroom and vocational education labs.
- Provide positive reinforcement to vocational educators for their expertise, effort, and successful methods and instructional modifications.
- Discuss the nature and availability of direct instructional support offered by special education staff members via the DVI concept.
- Talk about the need and value of input from vocational educators regarding the
  - — progress of the DVI approach,
  - — concerns and problems, and
  - — brainstorming of possible solutions or alternative instructional strategies.

Helpful Hints/Resources

- Provide group inservice and further clarification through personal contacts.
- See figure 28 (Introductory Memo).
- Schedule M-teams considering everyone's needs.
- Move meetings along efficiently.
- Gather input from vocational educators before M-team meetings.
- Give everyone involved consistent information.
- Maintain confidentiality and professionalism.
- Use simplified forms and checklists.
- See figure 29 (Sample EEN Notification).
- See chapter 4, which discusses competency-based instruction and instructional support.
- Solicit input through surveys, face-to-face contact, and small-group meetings.

Special Education

What to Communicate

- Discuss the need to facilitate communication between special education and vocational education staff.
- Remind everyone about the calendar of scheduled meetings and updates.
- Remember the need for open access between classrooms of the DVI instructor and other special education instructors.
- Clarify the DVI instructor's role as needed.
- Use special education department meetings to disseminate information and engage in problem-solving issues.
- Provide support for a team approach by facilitating communication within the special education department.

Helpful Hints/Resources

- Get to know your peers.
- Provide positive reinforcement when appropriate.
- When possible, use visual aids such as flowcharts to illustrate what you mean.
- Demonstrate follow-through on staff suggestions.
- Personal contact is generally more meaningful than memos.
- Use special education department meetings to disseminate information and engage in problem-solving issues related to DVI.

School Counselor

What to Communicate

- Remind everyone about the need to determine appropriate scheduling cooperatively for vocational and postsecondary education and on-the-job enrollments.
- Provide information regarding vocational assessment of a student's present level of functioning.
- Discuss the need for guidance staff to provide vocational counseling for students with disabilities.
- Encourage increased guidance membership on M-teams.
- Clarify the DVI instructor's roles as needed.

Helpful Hints/Resources

- Clarify terms and acronyms used for vocational education and special education.
- Share appropriate materials (for example, tests).
- Plan for schedule changes as early as possible.
- Personal contact is generally more meaningful than memos.
- Schedule joint meetings and inservice with guidance, special education, and vocational education departments.

Local Vocational Education Coordinator (LVEC)

What to Communicate

- Provide information regarding implementation of the DVI approach.

- Discuss the need for ongoing consultation with DVI instructors regarding current and potential funding sources, policy issues, and so forth.

- Remember the need for DVI instructors to have updated information regarding the scope and sequence of vocational education curricula and potential strategies for improving delivery of instruction.

- Clarify the DVI instructor's roles as needed.

- Remember the need for the LVEC to act as a resource in promoting the DVI approach.

Helpful Hints/Resources

- Update programs regularly.

- Seek input and involvement in vocational education team/department meetings.

- Provide steady and consistent information flow.

- Invite LVEC to regularly attend appropriate special education team meetings.

Student

What to Communicate

- Discuss the rationale for direct and indirect instructional support strategies to achieve goals.

- Remember the need for the student to set long- and short-term goals toward postschool success and self-advocate for attainment.

- Remember the need for the student to be actively involved in self-monitoring progress in, and concerns about, vocational education classes.

- Provide feedback to the student regarding skill mastery and competencies needed for employment and current progress in vocational classes.

- Clarify the DVI instructor's roles as needed.

- Discuss the functions of and resources available through ancillary services.

Helpful Hints/Resources

- See chapter 4 on instructional support.

- Involve students in pre-M-team simulation sessions to prepare for self-advocacy role.

- Have students attend M-teams, IEP conferences, and other related planning sessions and conferences.

- See figure 30 (Ways to Say You're Doing OK).

- Provide appropriate occupational reading and prevocational instruction.

- Attempt to show relevance for all classroom-related activities.

- Coordinate instruction in both vocational and special educational settings.

Families

What to Communicate

- Provide regular updates regarding progress of students.
- Discuss the importance of parental input related to needs of, and concerns about, their children's in-school and postschool success.
- Remember the critical need for family involvement in the decision-making process.
- Provide information regarding the DVI approach—how it can enhance their child's educational opportunities.

Helpful Hints/Resources

- Don't wait for a crisis; tell families when something positive happens.
- Include families on advisory committees.
- Develop family advisory groups.
- Make families aware of existing family organizations and groups.
- Schedule M-teams, IEP conferences, planning meetings, and so forth, when families can attend.
- Encourage them to participate in planning and provide tips on how to communicate concerns and goals.

Advisory Committees

What to Communicate

- Remember the need for each member's input and direction as related to the needs of the local education agency.
- Provide information regarding the goals of DVI and progress toward those goals.
- Discuss the roles DVI instructors and other resource people can serve to best meet the special needs of students with disabilities.
- Remember the interests and needs of students with disabilities.

Helpful Hints/Resources

- See section on "Building a Team."
- Participate on vocational education advisory committees.
- Remember they can help the DVI instructor gain popular and administrative support.

Note: Participants should include, but not be limited to, the DVI instructor, LVEC, special education director, high school principal, guidance representative, vocational educator, families, community leader, and school board member.

Community Agencies / Organizations

What to Communicate

- The DVI liaison role between the high school and other postschool agencies such as the Wisconsin Technical College System (WTCS), Job Service, and Division of Vocational Rehabilitation (DVR).
- Need for agency resources to support students.
- Needs of students in relation to services available through agencies.

Helpful Hints/Resources

- Ask key people to speak and lead field trips.

Solving Problems

Once implementation is under way, problems may begin to surface. An indepth look at the five stages of problem solving (DeBoer, 1986) may help overcome various difficulties.

Stage I: Establish Trusting Relationships

Trust between individuals involved in the DVI approach will influence the stability of the cooperative effort and the effectiveness of communication. Engaging in empathetic, accepting, and credible behaviors leads to trust.

Empathy is the ability to understand how a person is feeling. It is developed by mentally projecting oneself into another person's world and asking questions, such as

- How might she or he be feeling right now?
- How would I be feeling if I were him or her?
- What questions would I be asking myself?
- What concerns would I have?
- How would I want to be treated in this situation?

People express acceptance by showing a high regard for others in terms of their strengths, uniqueness, contributions, and ability to manage their situations productively. An accepting response takes other people's positions into consideration and accepts their feelings as rational. People and situations are viewed as they really are, not as one might wish them to be.

Credibility composed of propriety, competence, and communicating intent is essential to a trusting relationship. One's colleagues evaluate propriety by asking

- Is she or he like me?
- Can I relate to him or her?
- Are we compatible?
- Is she or he my kind of person?

Similarity between individuals breeds a great deal of trust. In addition, demonstrating competence increases the trust level. Colleagues evaluate competence by asking

- Does she or he have the expertise to get the job done?
- Is she or he experienced?
- Does she or he have the qualifications?
- Can she or he understand our situation?

Establishing credibility relies on communicating intent or motives through self-disclosure. A person says, in essence, "Here's who I am. Here's what I'm feeling. Here's what I'm thinking." A colleague evaluates intent by asking

- Is she or he open, sensible, and sharing?
- Is she or he likely to be flexible?
- Is she or he likely to care about us?
- Does she or he have a win/win attitude?

Throughout all the phases of problem solving, ask frequently, "Am I paying enough attention to people and not just to the problem?" Lynnea Lake and Kathy Joyce, Spooner High School DVI instructors, have organized a "breakfast club" to cultivate trust and teamwork among secondary school instructors. The following description highlights points essential to developing effective strategies in the context of trusting professional relationships.

Spooner High School's Breakfast Club fosters the communication, cooperation, and understanding necessary to create successful mainstreaming environments. Special educators, vocational educators, and academic teachers meet to brainstorm problems and to clarify issues. It is a pleasant way to help teachers better respond to the needs of students with learning disabilities within the existing curriculum and to avoid some of the problems and frustrations associated with mainstreaming students with disabilities. Groups gather weekly or biweekly between 7:00 and 8:00 a.m. on Thursdays; meetings are tentatively scheduled in advance. They plan agendas to address concerns but remain flexible. Administrators, school counselors, special education directors, and regular staff members are invited to attend meetings to clarify related issues. Staff members are not required to attend. Breakfast Club objectives include the following:

- Special education teachers will identify students with learning disabilities enrolled in current vocational classes and indicate particular strengths and weaknesses.
- Vocational instructors will share various specific concerns about students with learning disabilities with other educators.
- Consistent behavioral and educational objectives will be established by vocational and special education teachers.
- A mutual understanding of all curriculum will be established.
- Educators and administrators will develop consistent and workable approaches to grading, discipline, study skills, testing, and expectations of students with disabilities.
- A team approach will be developed between special and vocational educators and administrators.

Introductory Memo

Who: (Name)

What: Designated Vocational Instructor

When: School Year

Where: ______________________________ High School

Why: To help students with disabilities successfully participate in existing vocational education programs by providing instructional support to students with disabilities and vocational education teachers.

______________________________ High School will participate in the Designated Vocational Instruction approach, a state-sponsored pilot project. This selection was based on the **high caliber** and the **past cooperative efforts** of the vocational education and special education instructors.

I appreciate your help and cooperation. I hope that, together, we can make this a successful program by being mutually supportive of each other and the students we work with.

Your efforts have not gone unnoticed. Thanks for

- allowing students to use your lecture notes.
- completing competency lists.
- emphasizing quality, not quantity.
- developing individual programs.
- tutoring students during your prep time.
- providing students with written and oral directions.
- counseling students.
- capitalizing on students' interests.
- working with DVI and special education teachers.
- everything...especially your involvement.

If you have any suggestions for improving DVI, please let me know.
Again, thank you.

■ Figure 29

Sample EEN Notification

To: Staff members who have a student with a learning disability in their classroom

From: LD Teacher

________________________________ has been identified as learning disabled.

____________________ is enrolled in your ____________________ class,

____________ hour. During the M-team evaluation, this student's reading level was assessed

at ________________________. Poor organizational skills, poor study skills, and often poor penmanship may add to this low reading level. Although the student has a set curriculum within my program, I would like to assist this student to accomplish the goals of your curriculum also. Please notify me of unit tests or projects that you may have in your program. I will be contacting you as to specific help for this student within the next week.

Figure 30

Ways to Say You're Doing OK

That's really nice.

Thank you very much.

Wow!

That's great.

I like the way you're working.

Keep up the good work.

That's quite an improvement.

Much better.

Keep it up.

What neat work.

You really outdid yourself today.

Congratulations, you got ______________ right!

That's right! Good for you.

Terrific.

I bet you are proud of the job you did on this.

Beautiful.

I'm very proud of the way you worked (are working) today.

Excellent work. I appreciate your help.

Very good. Why don't you show the class?

Thank you for (sitting down, being quiet, getting right to work, and so forth.)

Marvelous.

Right on!

Fantastic.

All right!

Teach me (or ______________) how to do that.

For sure.

Sharp.

That looks like it's going to be a great report.

I like the way ______________ is working.

My goodness, how impressive!

You're right on the track now.

That's "A" work.

______________ got right down to work.

______________ is paying attention.

It looks like you put a lot of work into this.

That's clever.

Very creative.

Very interesting.

Good thinking.

That's an interesting way of looking at it.

Now you've figured it out.

That's the right answer.

Now you've got the hang of it.

Exactly right.

Superior work.

That's a good point.

That's a very good observation.

That certainly is one way of looking at it.

That's an interesting point of view.

Thank you for raising your hand, what is it?

You've got it now.

You make it look easy.

That's coming along nicely.

Nice going.

I like the way the class has settled down.

Source: Edward S. Kubany, Clinical Psychologist, Honolulu, for the Child Service Demonstration Center, Hillside School, Route 3, Cushing, OK 74023.

Figure 31

Additional Ways to Say Very Good

You've got it made.
That's right.
You're on the right track now!
That's good!
You are very good at that.
That's coming along very nicely.
That's much better!
Good work!
You're doing a good job.
You've just about got it!
That's it!
Congratulations!
I knew you could do it.
Not bad.
Great!
You are learning fast.
Good for you!
You make it look easy.
You really make my job fun.
That's the right way to do it.
You're getting better every day.
You did it that time.
That's not half bad!
That's the way!
Nice going.
Sensational!
You haven't missed a thing.
That's the way to do it.
That's better.
Nothing can stop you now!
That's first-class work.
Excellent!
Perfect!
That's the best ever.
You're really going to town.
Fine!
Nice going.
Outstanding!
You did very well.
You're really improving.
Good remembering.
I'm happy to see you working like that.
You've just about mastered that.
You're really working hard today.
I'm proud of the way you worked today.
That's the best you've ever done.
You're doing that much better.
Keep working on it, you're good.
Couldn't have done it better myself.
Now that's what I call a fine job.
You must have been practicing!
You're doing beautifully.
Superb!
Keep it up!
You did a lot of work today.
Tremendous.
You're doing fine.
Good thinking!
You are really learning a lot.
Keep on trying!
You outdid yourself today.
I've never seen anyone do it better.
Good going!
I like that.
One more time and you'll have it.
I'm very proud of you.
I think you've got it now.
Good job, ____________________.
You figured that out fast.
It's a pleasure to teach you when you work like that.
You're right.
Clever!
That makes me feel good.
Way to go.
Well, look at you go.
Now you have the hang of it.
You've got your brain in gear today.
Wonderful!
Super!

Source: The Vocational Studies Center, University of Wisconsin-Madison (ACLD, January-February, 1983.)

- Understanding of unique requirements and teaching strategies will develop.
- Students will better understand the relationships between their special education classwork and their "mainstreamed classes."

Teachers maintain weekly progress reports on their mainstreamed students. When teachers sense that a student is having problems, the records can provide documentation (see figure 32.) These progress reports, when brought to the Breakfast Club, provide focus for discussion.

Stage II: Assess Problems and Needs

An assessment of problems and needs involves use of two critical techniques—active listening and skillful questioning—to clarify problems and identify individuals' emotional needs related to implementing the DVI approach. Understanding problems and being aware of needs can help establish goals based on desired outcomes.

Further analysis of problems can lead to the discovery of various solutions. The following questions can point out problem-solving options.

- What interventions were implemented to solve past problems?
- What aspects of the intervention plans were successful?
- What aspects of interventions appeared to provide only short-term solutions or were not successful?
- How long were specific interventions attempted?
- What data were collected and could be reanalyzed to give added insights into current problems? (See figures 32 and 33.)

Stage III: Explore Options

Exploring options requires collaboration among all individuals involved in the DVI approach to brainstorm strategies that could lead to achieving DVI goals. As alternatives are proposed, evaluate the pros and cons of each to determine

- their relationship to goals,
- the degree to which each is feasible, and
- the need for, and availability of, resources to implement the alternatives.

After team members have thoroughly discussed each option, they will be ready to make some decisions.

Stage IV: Make Decisions

During this stage, collaboratively re-evaluate the options, formulate step-by-step implementation plans, and specify timelines, roles, and responsibilities of involved individuals. This plan will probably need reviewing to clarify and refine objectives and procedures and to establish monitoring and evaluation systems.

A collaboratively designed plan endures longer than others because people are more likely to support plans they helped create. The more time and energy people invest in problem solving, the higher the probability of commitment and follow through (DeBoer, 1986).

Stage V: Follow-Up

This stage involves collaboratively evaluating data gathered during DVI implementation to analyze successes, failures, and progress made toward goals. Follow-up analysis provides the basis for refining the DVI approach and continuing the cycle of change to achieve future visions.

Likelihood-Impact

In addition to these stages of problem solving, a planning model has been adapted to identify important problems and to develop strategies to solve them (Razeghi and Loeb, 1981). This procedure, called Likelihood-Impact, links present activities to future goals and prioritizes events most likely to occur according to the impact that each will have on the stated goal. Once these predicted cooperative events have been prioritized, they become targets of solution strategies. The process can be broken down into the following steps, which usually take place during several workshop meetings.

State the Overall Goal

Individuals involved must agree to an overall goal statement that reflects a specific concern. One goal could be to prepare and cooperatively place mutually eligible (deemed eligible for services by rehabilitation, special education, or vocational education) students with disabilities in meaningful employment.

Figure 32

Progress Report

Teacher: ____________________

Student: ____________________

Class: ____________________

Dates: ____________________

Circle One:

Always acceptable	5	4	3	2	1	0	**Never acceptable**
Attitude	5	4	3	2	1	0	
Brings materials	5	4	3	2	1	0	
Work	5	4	3	2	1	0	

Please approximate grade to date __________

Missing assignments ____________________

- If student is having specific problem, check here ☐
- If you wish a conference, check here ☐

Comments (attendance, behavior, promptness, completion of assignments, test scores, personal hygiene, attitude):

Return to ____________________

Source: Lynnea Lake and Kathy Joyce, Spooner High School, Spooner, Wisconsin

Figure 33

Weekly Assignment Sheet

Teacher's Name: ______________________ Class: ______________________

Student's Name: ______________________

1. Week of ______________________
2. Assignments ______________________ Due: ______________________
3. Missing Assignments ______________________
4. Weekly Test Dates ______________________
5. If you wish a conference, please check here ☐
6. Comments

Return to ______________________

Source: Lynnea Lake and Kathy Joyce, Spooner High School, Spooner, Wisconsin

Problem Statements

After the group defines the goal statement, participants determine what situations, problems, attitudes, and barriers hinder goal achievement. For example,

- the agency is inaccessible to individuals who use wheelchairs.
- support services are not provided to students with limited English proficiency.

Future Event Statements

To develop future event statements, convert the problem statements into statements of objectives. These statements, written in the present or future tense, should have some possibility of occurring within a period of time. When developing future event statements, avoid ambiguity and overlap. Problem statements can sometimes be combined into one future statement. For example,

- the agency (facility) is readily accessible to individuals with disabilities.
- support services are provided to students with limited English proficiency.

Rank Future Events Statements

Participants rank each future events statement according to 1) how likely it is each event will occur and 2) what impact each would have on the stated goal. Ranking order is based on a four-point scale in which "1" equals low likelihood or low impact and "4" equals high likelihood or high impact. Future events statements should be listed and numbered on a survey form that has space to record responses.

Develop Likelihood-Impact Matrix

Data from the surveys in the previous step can be organized into a matrix that will help generate suggestions for cooperative, cost-effective interagency action on the stated goal of full-time employment for people with disabilities (see figure 34). To complete the matrix

- add the response value each group member listed for each event.
- divide this total by the number of group members to calculate the mean score for the likelihood of each event.
- enter mean scores in appropriate columns on a master survey.
- repeat this procedure to find impact scores for each event.
- record each event value in the matrix cell at which the mean likelihood and mean impact scores intersect.

After completing the matrix, group members should look for events that have high impact and a high likelihood of occurring. Events with low impact on stated goals or high potential impact but low likelihood of happening have little value.

Cross-Impact Matrix

The cross-impact matrix helps clarify relationships between predicted cooperative events as well as their individual power and stability. Choose high-impact event statements from the likelihood-impact matrix, giving priority to high-likelihood, high-impact statements. Next select events with apparent linkages and then events with high impact but low likelihood (see figure 35). Each group completes a matrix according to the following format:

- Write the event numbers chosen over matrix cells, both across and down.
- Because events will not influence themselves, black out cells in which numbers for the same event intersect.
- Assume that each event has occurred.
- Consider the impact this occurrence would have on each of the other predicted events.
- Rank this impact on a five-point scale, with "0" indicating no impact and "4" indicating great impact. This rank number should represent a group consensus.
- Consider whether the impact of each event on the other predicted events would be positive or negative. Indicate this on the matrix.

Force-Field Analysis

Force-field analysis can systematically gauge the impact of present or future forces on the occurrence of events. *Force* means a set of events, pressures, or technologies that either inhibit or compel the change sought. Each group performs one analysis as follows:

- Select future events from the group's likelihood-impact or cross-impact matrix.
- For each event, brainstorm and list all inhibiting forces. Use facts, experience, or intuition. Avoid critical judgment.
- Separately rank enhancing and inhibiting forces on the future event, from greatest to least

Figure 34

Sample Likelihood-Impact Matrix

Event No. 1

Independent likelihood scores:
4 + 3 + 4 + 4 + 3 = 18/5 =3.6 (round to whole numbers) = 4.0

Independent impact scores:
4 + 4 + 3 + 3 + 4 = 18/5 = 3.6 = 4.0

Likelihood				
4	Event No. 3			Event No. 1
3				
2				
1	Event No. 4			Event No. 2
	1	2	3	4

Impact

In this example, event No. 1 has both high likelihood and high impact. Event No. 2 has high impact, but low likelihood—that is, its occurrence would have great effect on the employment of individuals with disabilities, but interagency cooperation to achieve it is unlikely. Events No. 3 and No. 4 would have little impact on stated goal, so are not important for this purpose.

Source: Razeghi, J.A., and W. Loeb. *Interagency Cooperation: Forging Stronger Partnerships Among State Rehabilitation and Education Agencies.* Washington, DC: The American Coalition of Citizens With Disabilities, Inc., 1981.

Figure 35

Cross-Impact Matrix

	1	5	7	10
1	■			
5		■		
7	– 4	3	■	4
10				■

Suppose that the group's consensus is that the occurence of event No. 7 would have considerable negative effect on event No. 1, but it would affect event No. 5, and No. 10 positively. Enter this information on the matrix as shown above. After entering rank numbers in each cell of the matrix, total the numbers in each row and column, and calculate the mean score for each. (Note: Ignore negative signs when calculating M.S.) It is now possible to consider the relative power and stability of the events predicted by your group.

The mean scores for the rows on the cross-impact matrix are indicators of power. The event with the highest power score is most able to influence the occurrence of other events. Assuming that this influence is positive, a powerful event is one we would want to bring interagency cooperation to bear on immediately.

The mean scores for the columns on the matrix indicate stability. The event with the lowest stability score is the most stable and, therefore, least influenced by the occurrence of other events. Stable events that have a great impact on the employment of disabled youths need to be dealt with individually, because they will be unaffected by possible changes in other areas.

Source: Razeghi, J.A., and W. Loeb. *Interagency Cooperation: Forging Stronger Partnerships Among State Rehabilitation and Education Agencies.* Washington, DC: The American Coalition of Citizens With Disabilities, Inc., 1981.

Figure 36

Completed Cross-Impact Matrix

	1	5	7	10	Total	M.S.
1	■	4	1	3	8	2.67
5	2	■	−2	3	7	2.33
7	−4	3	■	4	11	3.67
10	1	2	1	■	4	1.33
Total	7	9	4	10		
M.S.	2.33	3.0	1.33	3.33		

Suppose your group arrived at the above rank scores on your cross-impact matrix. Totals and Mean Score (M.S.) are then shown. (Note: ignore negative signs when calculating M.S.)

In this example, event No. 7 is the most powerful: its ocurrence would have the greatest impact on the other events. Event No. 7 is most stable: its occurrence is least likely to be influenced by other events. Your group will want to begin formulating strategies for achieving the goal statement for this event.

impact. Collectively choose the three to six most important forces and mark them with an asterisk. Decide which important forces can be solved and circle them. (figure 36)

Solution Strategies

Group members then brainstorm the solvable forces to generate solution strategies for the chosen future events, again listing factors that enhance and inhibit each strategy. Separately rank enhancing and inhibiting factors on the solution strategy, from greatest to least. Choose the three to six most important factors and decide which can be implemented.

Program Implementation

A DVI instructor is integral in the problem-solving process related to the key decision points in the provision of vocational education for students with disabilities. The initial relationships built between individuals within the DVI network are based upon a shared need to solve problems. Consequently, the maintenance and growth of those relationships will be influenced by collaborative efforts to define problems systematically and to attempt strategies to resolve them.

As a facilitator, the DVI instructor should always strive to clearly define colleagues' problems and concerns with changes required by the approach and the colleagues' involvement in it. The colleagues' concerns will be reflected in their thoughts, feelings, and reactions about DVI and will exert a powerful influence on their acceptance or resistance to accomplishing goals.

Many studies further document that seven distinctive yet mutually exclusive concerns are typically expressed within three dimensions. This framework, known as the Stages of Concern (Hall, Wallace, and Dossett, 1973), assesses the concerns of individuals prior to and during the implementation of the DVI approach in Wisconsin (Warden, 1987) via the Stages of Concern Questionnaire (Hall, George, and Rutherford, 1979).

Individuals will always have some concern about the DVI approach. Without concern, there is no readiness for change. Thus, the nature and intensity of individuals' concerns will become the focus of the DVI instructor's interventions to facilitate

Figure 37

Stages of Concern: Typical Expressions of Concern about the Innovation

Stages of Concern		Expressions of Concern
Impact	6 Refocusing	I have some ideas about something that would work even better.
	5 Collaboration	I am concerned about relating what I am doing with what other instructors are doing.
	4 Consequence	How is my use affecting kids?
Task	3 Management	I seem to be spending all my time getting material ready.
Self	2 Personal	How will using it affect me?
	1 Informational	I would like to know more about it.
	0 Awareness	I am not concerned about it (the innovation).

Source: Hall, G.E., R.D. Wallace, Jr., and W.A. Dossett. *A Developmental Conceptualization of the Adoption Process within Educational Institutions.* Austin, TX: The Research and Development Center for Teacher Education, University of Texas, 1973.

change. The DVI instructor will both arouse concerns to help create a need for change and systematically work to collaboratively resolve concerns. Through this process, the DVI instructor encourages developmental growth along a continuum that promotes stabilization and continual renewal of the DVI approach (see figure 37).

Awareness Level

Individuals need to discuss problems that students with disabilities experience as well as issues encountered while working with these students. High levels of concern related to awareness indicate a readiness to listen to ideas or approaches to solve the identified problems.

On the other hand, low levels of concern at this stage may indicate a lack of awareness that problems or potential solutions exist. Therefore, the goal is to either arouse awareness of the issues related to vocational programming for students with disabilities or to listen and assure individuals that their concerns are valid and to introduce the concept of the approach as an intervention model. An intervention model consists of the following steps:

- Initially identify and prioritize local issues and problems.
- Seek input from groups within the potential DVI network.
  - What problems are students with disabilities experiencing in vocational classes or in their transition to postschool environments?
  - What barriers exist within the school, home, and community to solve these problems?
  - What strategies are successful or unsuccessful in dealing with these problems?
  - What assistance might you want or need to deal with students with disabilities more comfortably or effectively?
- Use many methods to gather data, including
  - one-on-one interviews,
  - surveys or questionnaires, and
  - small-group brainstorming techniques.
- Prioritize concerns expressed and provide written summaries of results.
- Distribute summaries or articles of national, state, regional, and local follow-up studies of students with disabilities.
- Invite speakers, show films, and disseminate journal articles about the in-school and postschool status of students with disabilities.
- Encourage attendance at conferences and professional meetings targeting issues in vocational education for students with disabilities.
- Introduce the concept of the DVI approach to arouse interest, but do not overwhelm individuals with too much information.
- Participate in workshops for DVI instructors.
- Share evaluation data from DVI implementation sites.
- Share news releases on the use of the DVI approach in other districts.

Informational Level

Individuals express informational concerns by asking questions about the philosophy and goals of the DVI approach. They want to know if it works and the positive outcomes that have been achieved for students. The DVI instructor can intervene at this stage by using the following approaches:

- Help people examine their current philosophy and practice of providing career vocational education for students with disabilities.
- Work on establishing a mission statement.
- Use small-group activities to generate goals and objectives for the DVI approach based on the local needs of students.
- Provide articles and readings on accepted goals and practices for contemporary vocational education.
- Allow individuals to visit other DVI sites and observe how goals and objectives are implemented.
- Make individuals aware of the current practices they are using to promote goals.
- Bring in speakers from the DPI to provide an overview of the DVI approach.
- Present evaluation studies to illustrate outcomes and benefits for students.
- Encourage input in designing evaluation procedures for local implementation of the DVI approach.

Personal Level

As individuals begin to understand the purpose and scope of the DVI approach, they will become increasingly concerned about how this approach will affect them personally. Specifically, they may ask

- What will my role be?
- Will I be responsible for new duties?
- Do I know how to carry out the new duties required of me?
- What reward will I receive for my efforts?
- Will this approach just increase my workload?
- Will I have any input into the decisions about how DVI will be implemented?

- Do I really want get to involved in this?

Intervention strategies that may alleviate their concerns include the following:

- Engage in face-to-face and small group discussions to identify concerns. Validate their concerns, and let them know they are not alone.
- Be careful not to judge what they are concerned about. Reinforce their honesty.
- Prioritize the concerns expressed by all individuals and share them.
- Allow individuals to generate role descriptions for their initial involvement in DVI based on their concerns.
- Ask them to identify the skills or competencies they feel they need to perform new roles or to improve upon existing roles.
- Get their input on meaningful training and inservice activities to attain or improve skills.
- Provide opportunities for interaction with others who have resolved personal concerns.
- Encourage them to set individual and realistic timelines for accomplishing identified goals.
- Allow individuals to help generate step-by-step procedures to implement key decision points of the DVI approach.
- Continually reinforce and recognize individual efforts.
- Listen to what people say. Not all personal concerns can be resolved. However, to develop trust, people must express themselves.

As individuals achieve a clearer vision of the rationale, philosophy, goals, procedures, and their roles in the DVI approach, they will begin to express concerns about how to carry out the instructional and collaborative tasks associated with the approach.

Management Level

Typically, individuals become increasingly more concerned about finding and managing time, scheduling and individualizing instruction, and finding the needed people and material resources. Their concerns are mechanical; they want to know how to be more proficient and efficient in performing the behaviors associated with the delivery of vocational education for students with disabilities. The following techniques detail intervention strategies:

- Design inservice activities that attend to each individuals' immediate needs, rather than future possibilities.
- Avoid one-shot inservice programs. Design stages of training on specific strategies.
  - — Demonstrate and model techniques.
  - — Provide opportunities for role playing and practice on the "how to's" and provide positive feedback about each individual's performance.
  - — Allow individuals to observe each other in their work settings and gain additional feedback. Have people share what is and is not working for them, and brainstorm possible alternatives to accomplish tasks.
- Provide supplementary materials for instruction and demonstrate how to use them.

As individuals become comfortable using their new instructional and collaborative behaviors, their attention and concerns are directed toward improving (1) the impact of the DVI approach for students, (2) communication and collaboration with colleagues, and (3) alternative ideas and methods to improve their current practices.

Consequence Level

Individuals typically become more aware and concerned about promoting positive outcomes for students involved in the DVI approach. They want to accomplish vocational objectives and maximize student benefit. The following intervention strategies will help:

- Design procedures for gathering data on student performance.
- Support the development and use of competency-based evaluation procedures.
- Encourage formal and informal monitoring of academic, social, and occupational skill development.
- Continue to provide support via visitations to other settings and staff development opportunities.
- Reinforce all talents and efforts of teachers, students, and related professionals.
- Recognize and make others aware of both student and teacher accomplishments.

Collaboration

As individuals feel that their efforts are benefiting students, they become concerned about sharing techniques with other professionals and finding ways to share their talents. The following techniques will aid collaboration:

- Provide opportunities for individuals to share what they are doing both formally and informally.
- Use small-group activities to brainstorm collaborative arrangements between professionals.
- Identify duplications of effort or inefficient use of resources.

- Encourage team-building activities and ensure that all have a voice in sharing issues and techniques.
- Provide individuals with the opportunity to develop the skills necessary to work collaboratively.
- Bring together people who are interested in collaboration, from both inside and outside the school.
- Help collaborators establish reasonable expectations and guidelines for collaborative effort.
- Use resource people to provide technical assistance to others who need assistance.
- Encourage but do not force collaboration efforts.

Refocusing Level

As individuals collectively implement and expand the critical aspects of the DVI approach, they will begin to evaluate data to refine program goals and directions. Their concerns will focus on modification needs, improvements, and possible replacement of some programming practices. Intervention techniques include the following:

- Respect and encourage their interest in finding a better way.
- Help those individuals channel their ideas and energies in productive rather than counterproductive ways.
- Encourage these individuals to act on their concerns for program improvement.
- Help them obtain the resources they may need to refine their ideas and put them into practice.
- Be aware of and willing to accept the fact that these people may replace or significantly modify the existing innovations.

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Collaborative Transition Programming

6

Principles of Transition

"Transition is the passage of a student with disabilities from school to work and community life with all the opportunities and risks associated with promoting his/her greatest independence, increased productivity, and fullest integration into the community" (Association for Retarded Citizens, 1986). While Wisconsin has done a commendable job of serving all students with disabilities in the public school system, special education programs emphasize dependence rather than independence. In order for students with disabilities to make a successful transition into adulthood, special education must change its protective approach to an experiential one which is the most effective way for all children to learn. Transition planning for students with disabilities should begin when they are identified as special education students and should be based on realistic postschool outcomes. The entire school curriculum for those students should be geared toward reaching those anticipated outcomes (see figures 38 to 40).

Transition planning for students with disabilities has historically been conceptualized as a service only necessary for students with cognitive disabilities (or mental retardation). In fact, a follow-up study of Iowa students with mild disabilities found that students with learning disabilities, emotional disturbance, and mild cognitive disabilities are not involved in as much career counseling or transition planning as students with severe cognitive disabilities and physical handicaps (Sitlington, Frank, and Carson, 1990). Federal law now mandates that this planning occur for students with **all** disabilities. The students with disabilities specified in Wisconsin's handicapped law are "any person under the age of 21 years... with the following conditions... (who) may require educational services to supplement or replace regular education:

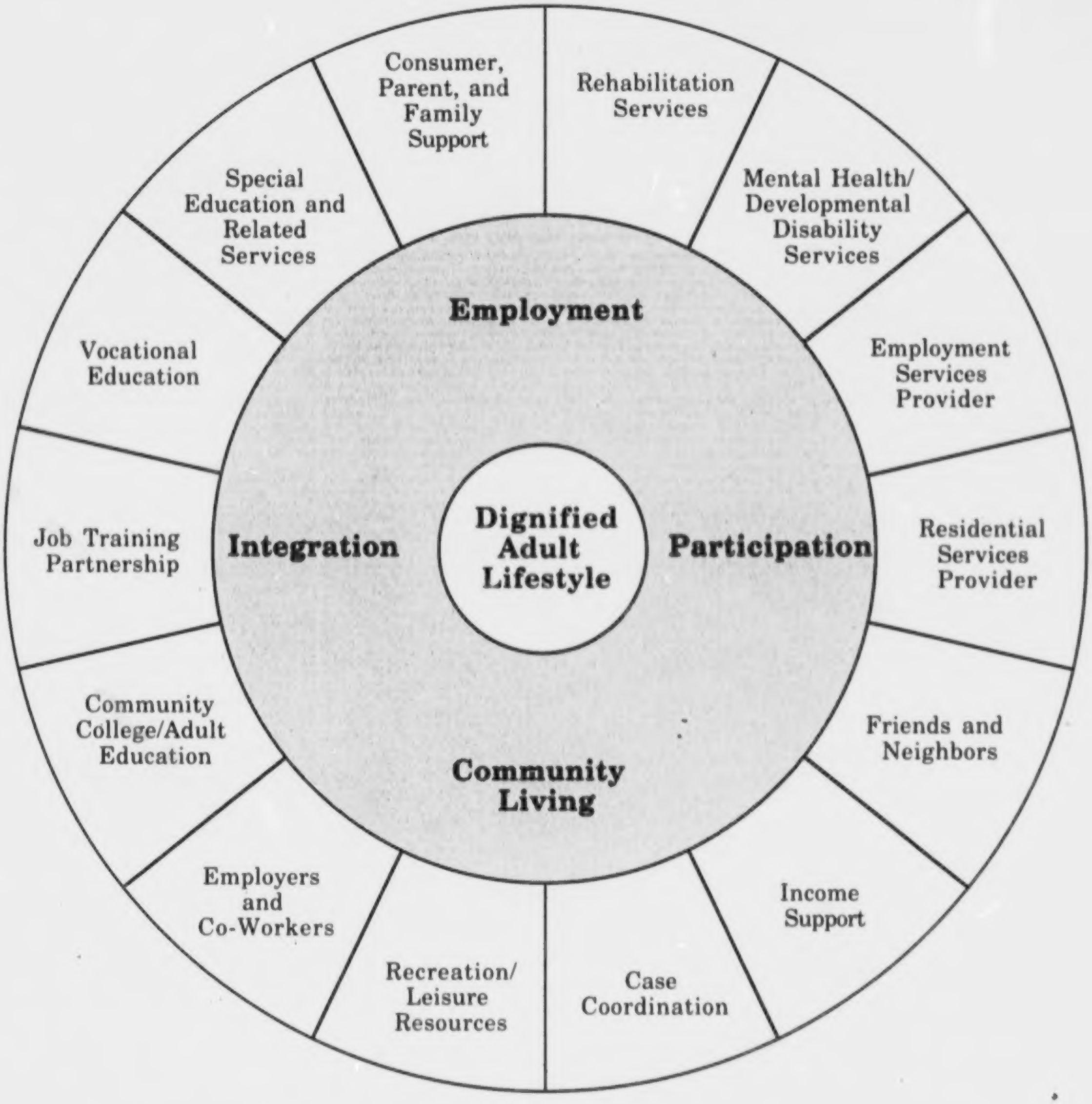
1. Orthopedic impairment,
2. Cognitive disability or other developmental disability,
3. Hearing handicap,
4. Visual handicap,
5. Speech or language handicap,
6. Emotional disturbance,
7. Learning disability (ss. 115.76)."; also
8. Autism,
9. Traumatic brain injury, and
10. Other health impairment.

One of the significant amendments to the Individuals with Disabilities Education Act (IDEA) is the requirement, no later than age 16, for transition services planning in the Individualized Education Program (IEP) for all students with disabilities. This innovation parallels Wisconsin's own school-to-work initiative for all students. Wisconsin's comprehensive school-to-work legislation expands secondary and postsecondary educational opportunities for students through the Youth Apprenticeship Program, Technical Preparation Program, revised child labor laws, Tenth Grade Assessment Program, Post-Secondary Options Program, and Education for Employment Program. The express purpose of all of these initiatives is to create better school-to-work transitions for all students.

Figure 38

Transition Components

The Illinois Transition Project depicts transition "from school to adulthood (as) not a simple process; no one person, program, or agency can achieve these outcomes alone. (Chadsey-Rusch, J. et al, 1991)." Thus, the following model features a "dignified adult lifestyle" as the overall postschool outcome and views community services, education programs, natual supports, and employment as entities mutually responsible for, and contributing to, this outcome.


Dignified Adult Lifestyle
Employment
Participation
Community Living
Integration
Consumer, Parent, and Family Support
Rehabilitation Services
Mental Health/ Developmental Disability Services
Employment Services Provider
Residential Services Provider
Friends and Neighbors
Income Support
Case Coordination
Recreation/ Leisure Resources
Employers and Co-Workers
Community College/Adult Education
Job Training Partnership
Vocational Education
Special Education and Related Services

Source: Illinois Transition Project, Southern Illinois University, Carbondale, IL

Revised Transition Model

The following curent federal model of transition services emerged from the research of the Office of Special Education and Rehabilitation Services in 1984 and was revised in 1985 (Halpern, 1985).

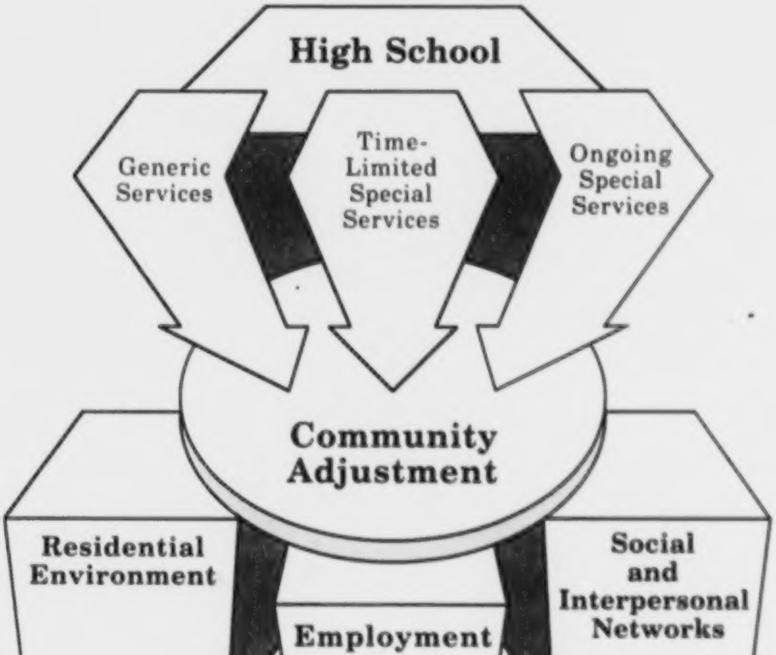
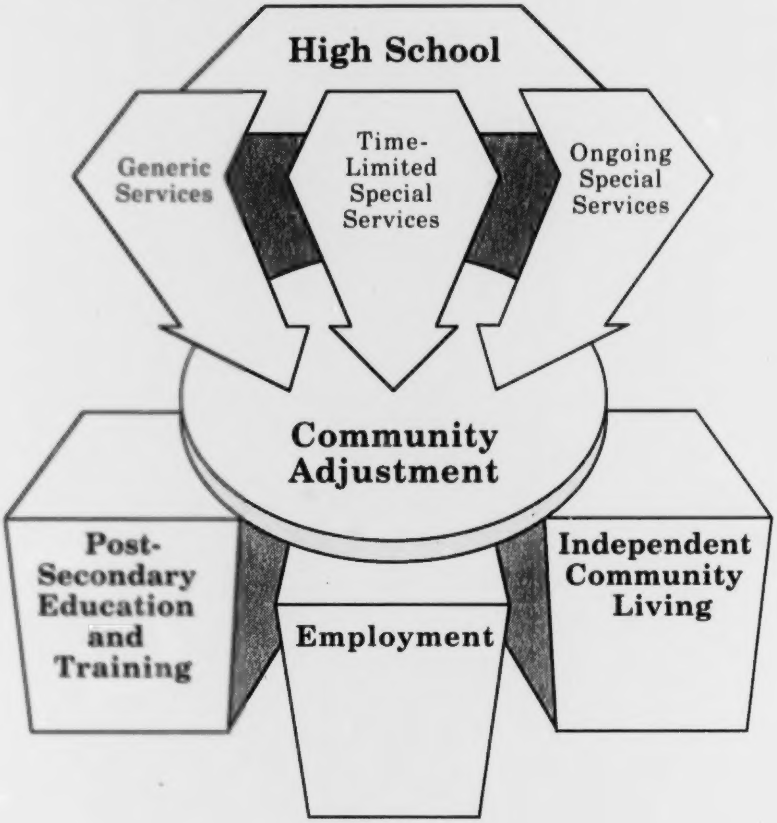

High School
Generic Services
Time-Limited Special Services
Ongoing Special Services
Community Adjustment
Residential Environment
Employment
Social and Interpersonal Networks

Figure 40

Wisconsin's Transition Model

Wisconsin has proposed alternate pillars to the federal model; those being postsecondary education and training and independent community living. Often overlooked, postsecondary education and training is an ongoing lifelong activity for all people.


High School
Generic Services
Time-Limited Special Services
Ongoing Special Services
Community Adjustment
Post-Secondary Education and Training
Employment
Independent Community Living

IDEA's transition principles merge easily with Wisconsin's school-to-work program innovations for all students. Systemic and individual transition planning must promote

- the inclusion of students with disabilities in all school-to-work initiatives emerging in Wisconsin;
- multiagency participation in IEPs to develop transition service commitments;
- administrative level multiagency committees responsible for transition agreements, services, and policy development;
- the development of local multiagency student outcome follow-up systems;
- multidisciplinary and multiagency staff training on transition service process and needs, team building, employment issues, independent living issues, and postsecondary education issues;
- family and student self-advocacy training;
- needed related services; and
- development of relevant, market-based vocational curriculum in collaboration with vocational education and local Private Industry Councils.

The vision of the Department of Public Instruction for the transition of students with disabilities is that these students will exit secondary education to live, work, enjoy recreation and leisure activities, and pursue lifelong education and training in the community alongside their nondisabled peers. This vision of outcome-oriented education embodies three principles of transition.

1. Students with disabilities electing the option of employment **upon school exit** will be prepared for employment by the school. They will be employed in a job appropriate for their preferences, knowledge, skills, and abilities through cooperative services from vocational rehabilitation agencies, human service agencies, job service, Private Industry Councils, and employers.
2. Based on their knowledge, skills, abilities, and preferences, students with disabilities who want to will be enrolled in postsecondary education or training upon exiting school. They will successfully complete the program through cooperative services from: secondary schools; Wisconsin Technical College System; institutions of higher education; vocational rehabilitation agencies; human service agencies; and the Job Training Partnership Act (JTPA).
3. Upon exiting secondary education, students with disabilities will have a plan backed by agency commitments to achieve a level of independent community living commensurate with their preferences, knowledge, skills, and abilities. They will be helped to achieve their goals through cooperative services from the school, vocational rehabilitation agencies, human service agencies, Independent Living Centers, community organizations, and natural support systems. (Independent living includes, but is not limited to, the following home and community participation activities: self-determination, mobility, homemaking, money management, consumerism, social and personal support networks, independent residential setting, exercise of political and citizenship rights and responsibilities, recreation and leisure, and volunteer activities.)

To reach these goals, many agencies, community groups, and individuals must participate and take responsibility for transition roles. They include school officials (general, vocational, and special education), human service agencies, state employment agencies, employers, families, friends, students, vocational schools, colleges, and volunteer organizations.

If students with disabilities are to achieve successful postsecondary employment, community living, and education and training, the following components of transition programming and planning must be provided:

- appropriate career-oriented curriculum through the state-mandated K-12 Career Education Program, developmental guidance, and Education for Employment programs;
- sequential and cohesive programming within the school system (from preschool to high school levels); and
- coordination among the transition coordinates of domicile, community services, education programs, and employment services.

For the goals of transition planning to be realized, the multiagency and multidisciplinary participation specified in IDEA must occur. Although the public school is required by law to initiate transition planning for students with disabilities no later than age 16, it cannot and should not assume total responsibility for eliminating the voids that often inhibit individuals with disabilities from making a smooth transition from school to adulthood. Similarly, all the services necessary to promote transition cannot be provided within the schools (Stodden and Boone, 1987; Gillet, 1985). Thus, the IDEA rules require IEP committees to make "a statement of the interagency responsibilities... for transition services" and "invite a representative of any other agency... responsible for... transition" to the IEP meeting.

The critical members in transition planning, depending on an individual student's needs, are family, student, special education teacher(s), guidance counselors, DVI instructor, Education for Employment coordinator, social workers, mental health workers, physicians, vocational instructors, administrators, and vocational rehabilitation counselors. They also include staff from the Wisconsin Technical College System (WTCS), institutions of higher education, and JTPA, as well as employers, aides, and the various related services staff members who are responsible for providing the educational, vocational, and human services that lead a student from school to a productive and participatory adulthood.

Individuals with Disabilities Education Act (IDEA)

The following section summarizes current legislation and rules affecting planning and implementation of transition services for students with disabilities. IDEA, formerly known as the Education of the Handicapped Act (EHA), has been in effect since 1991. Its implementing rules took effect in 1992. The IDEA transition legislation explicitly requires a process that includes multidisciplinary and multiagency responsibilities as well as coordinated instruction, community experiences, employment objectives, and other postschool adult-living objectives. Simply stated, this law requires a sharing of transition programming responsibilities among vocational education, employment specialists, postsecondary education, social services and mental health specialists, and special education. It is clearly not the sole responsibility of special education.

The most significant component of the transition legislation is the IEP requirement. Later sections of this chapter discuss how to develop IEPs that address transition needs. IDEA requires that IEPs include:

> a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting. ...In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives (20 U.S.C. 1401(a)(20)).

IDEA defines transition services as:

> a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to postschool activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other postschool adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation (20 U.S.C. 1401(a)(19)).

In the administrative provision section of IDEA (20 U.S.C. 1409 (c)), Congress included multiple transitions under the rubric by requiring states

> "where appropriate... to address the various transitions that a child with a disability may face throughout such child's years in school, including:
>
> 1. the transition from medical care to special education for those children with disabilities, including chronic health impairments, who may require individualized health-related services to enable such children to participate in or benefit from special education;
> 2. the transition between residential placement and community-based special education services; and
> 3. the transition between a separate educational placement and the regular classroom setting."

The rules to implement IDEA contain significant requirements for the participation of high school interdisciplinary staff, community agency staff, the student, and his or her parents in the planning and delivery of transition services through the IEP. Of particular importance are the following rules and suggestions. They explain how to implement transition services to ensure the inclusion of students with disabilities in all high school programs that will improve their successful transition from school to postsecondary education and training, employment, and independent living. The following rules and suggestions will require a reconceptualization of the delivery of special education services at the secondary level, as well as changes in district and community agency policies and administrative leadership.

1. Anytime the IEP committee considers transition services (as defined in the legislation), it must do the following.

1. Make "a statement of the interagency responsibilities or linkages or both" for transition services. In order to make "statements of interagency responsibilities" in the IEP operational, districts will need to provide training opportunities to staff members that apprise them of existing community agencies and their respective responsibilities for transition services. Participation in other agencies' training programs and presentations by professionals from community agencies are the best ways to train staff members. Staff development is an essential component of any transition service model.

2. "Invite a representative of any other agency that is likely to be responsible for providing or paying for transition services" to the IEP meeting. If the agency does not attend, "take other steps" to obtain the participation of the other *agency in the planning of any transition services.* To affect multidisciplinary and multiagency collaboration in the IEP, it is necessary to develop administrative-level interdepartmental policies and external interagency agreements (as described in detail later in the chapter) that define the process, allocate staff members, and commit to services. Practically speaking, a classroom teacher has neither the time to coordinate all the transition components of each student's IEP nor the authority to appoint colleagues and community agency staff members to the IEP committee. The school district does not have the authority to commit the resources of another community agency to assist the student in the transition process. The U.S. Department of Education foresaw this dilemma:

> The Secretary recognizes that LEAs (Local Education Agencies) do not have the authority to commit the resources of another agency. However, the SEA (State Education Agency) is responsible—through the use of interagency agreements required under 34 CFR 300.151, or other means—to ensure that services that would have been provided by other agencies will continue to be provided, either by those agencies, or by the LEA responsible for providing FAPE (Free and Appropriate Public Education) to the child. In accordance with 34 CFR 300.150, **States may not permit LEAs to use funds under this part to provide or pay for services that would have been paid for by a health or other agency pursuant to policy or practice but for the fact that these services are now included in a student's IEP...**

3. Invite the student to the meeting. Students should be prepared to participate at their IEP meeting through their special education program and should be invited to attend through a notice similar to the one sent to parents. Districts will need to provide students with disabilities with a relevant career education program and self-advocacy curriculum. This should include their rights under federal laws to prepare them to choose realistic transition goals and to demonstrate self-sufficiency and adult responsibility after high school.

2. When the IEP committee considers transition services (no later than age 16), the parent must be notified of the meeting and informed that their child will also be invited.

The district notices to parents of IEP meetings must inform them that transition services will be discussed and that their child and specific community agencies will be invited to attend.

3. The "coordinated set of activities for transition services which the IEP committee develops must... take into account the student's preferences and interests..."

Students with disabilities should be able to make realistic career choices, express their preferences, and prepare for postsecondary education, adult living, and employment as required in transition legislation. The students need to participate, according to the IEP committee's individually tailored program, in a relevant developmental career education program K-12 (Wisconsin Developmental Guidance Model) and an Education for Employment program, both of which are mandated for all students in Wisconsin. Unfortunately, many students with disabilities have not had access to these programs. District policies should ensure that students with disabilities receive career education that includes all mandated content and prepares them for programming decisions they must make no later than age 16.

The rules require inviting the student to her or his IEP meeting when considering transition services to allow the student to express preferences that the IEP committee must take into account. If the student does not attend the IEP meeting, the district must "take other steps to ensure that the student's preferences and interests are considered."

4. As described in detail in the IEP section of this chapter, the transition services the IEP committee designs must include "needed activities in the areas of

- **instruction,**
- **community experiences,**
- **the development of employment objectives,**
- **the development of other postschool adult living objectives,**
- **acquisition of daily living skills (if appropriate), and**
- **functional vocational evaluation (if appropriate)."**

If activities in these areas are not needed, that must be documented by the IEP committee.

Another definition of functional evaluation is "authentic assessment." For many students with disabilities, standardized vocational assessments, including interest inventories, are invalid and unreliable. In some cases, they may even discriminate against the student's disability. In vocational assessment, the evaluation's purpose must be to improve the services to a student with disabilities to facilitate the student's completion of a vocational education program. The assessment must focus on the interactions among the student, instructor, peers, employer, training needs, work demands, environment, and necessary adaptations. Functional assessment, another critical component of a transition model, is discussed later in detail.

Every IEP for students with disabilities (done no later than age 16) must include the forenamed transition program elements or justify why they are not appropriate for the student. As with all program services, they must be based on students' needs and be provided at no cost to the student and parents.

5. Rehabilitation counseling services are related services. They must be provided by qualified personnel when the IEP committee determines they are necessary for the student to benefit from special education "in individual or group sessions that focus specifically on

- **career development,**
- **employment preparation,**
- **achieving independence,**
- **integration into the workplace, and**
- **community of a student with a disability."**

In the comment section of the rules, the Education Department states, "The Report of the House Committee on Education and Labor on Public Law 101-476 describes rehabilitation counseling as an important related service in special education, as well as an important transition service in preparing students with disabilities for employment or postsecondary education." In addition, the report states, "It is the intent of the Committee that rehabilitation counseling...be provided to all students with disabilities for whom this service is necessary for the achievement of the individualized education program."

Because "rehabilitation counseling" is a type of related service under "counseling services," public agencies must provide that service to any student with a disability if the IEP team determines the service is required to assist the student to benefit from special education. As indicated in the comment that follows, rehabilitation counseling may be provided by existing LEA staff members if they are qualified under the rules to provide those services in areas appropriate to their disciplines.

> The Secretary believes that existing school staff (e.g., prevocational counselors, work-study coordinators, or special education teachers), who are qualified...should be permitted to provide rehabilitation counseling services appropriate to their disciplines.

It is generally recommended that school districts consider rehabilitation counseling similar to guidance counseling and school social work services. Rehabilitation counselors assigned to the school role should have case loads determined by the extent of individual student needs. The fiscal and administrative issues regarding which agency or party (school, Division of Vocational Rehabilitation [DVR], or third party) is responsible for providing and/or funding rehabilitation counseling services need to be resolved locally by formal interagency agreements.

6. Assistive technology devices and services must be provided if the IEP committee determines they are necessary.

Assistive technology is an important rule relative to transition because of the concomitant responsibilities of medical and rehabilitation agencies to fund, evaluate the need for, and provide assistive technology services and devices. The rule on assistive technology service specifically cites "coordinating...other...services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs." And these are part of the transition process.

The Education Department's comments to this rule state, in part,

> the requirement in the (rule) limits the provision of assistive technology to educational relevancy—i.e., assistive technology device or service is only required if it is determined, through the IEP process, to be
>
> 1. special education, as defined in (the rules),
> 2. a related service, as defined in (the rules),
> 3. or supplementary aids and services required to enable to child to be educated in the least restrictive environment.

> The Secretary believes that the (rules) limit the provision of assistive technology devices and services to those situations in which they are required in order for a child to receive FAPE...
>
> Procedures for determining the need for assistive technology services...is... part of the individual evaluation of each child (M-Team), ...done by qualified individuals. ...IDEA funds...may be used to obtain the necessary expertise, and, if appropriate, to train existing school personnel.

State and Federal Interrelated Transition Laws

Several state and federal laws complement and amplify the transition requirements of IDEA. Wisconsin has existing public school programs and mandates that meet many of the transition principles for all students. The DVI instructor should become conversant with these laws and regulations so he or she can advocate for the inclusion of students with disabilities in the programs. These programs must be utilized to provide the necessary resources for successful transition for students with disabilities. Additionally, students must be taught the importance of these laws in order to exercise their rights as individuals with disabilities.

School-to-Work Transition Opportunities Act

In May 1994 the federal School-to-Work Opportunities Act was signed into law. The purpose of the act is to create a system for easing the transition of students from high school to employment or further training. Wisconsin received a $27 million grant to implement a school-to-work transition system.

Wisconsin's school-to-work transition model is designed to improve employment opportunities for all youths, including students with disabilities, those who are considered at risk, and those who are gifted and talented. Students are provided opportunities to assess their career interests and aptitudes, to explore careers in a meaningful way, and to develop competencies for industry skill standards that are transportable to either post-secondary education or work settings. The primary components of the act are

- **School-Based Learning.** This component includes the development and use of integrated and applied curriculum, expanded career exploration and counseling, a program of study that meets standards set by the Goals 2000: Educate America Act, and regularly scheduled student evaluations.
- **Work-Based Learning.** This component includes job training experience relevant to the student's career choice, paid work experiences, workplace mentoring, instruction in general workplace competencies, and instruction in a variety of elements of industry.
- **Connection Activities.** This component requires matching students and employers; providing technical assistance and services to employers, educators, case managers, and counselors; assisting students in finding jobs and continuing their education; linking youth development activities with employer strategies for upgrading worker skills; and collecting and analyzing information regarding post-program outcomes of students.

Wisconsin already has a foundation in state law for school-to-work transition services in programs such as Youth Apprenticeships, Tech-Prep, Education for Employment, the Wisconsin Student Assessment System, Career Centers, and Post-Secondary Enrollment Options. All of these programs are integral to transition planning and must be accessible to students with disabilities through their IEPs.

Carl Perkins Vocational and Applied Technology Act

The Carl Perkins Vocational and Applied Technology Act corresponds closely with the principles embedded in IDEA regarding transition planning. The Carl Perkins Act emphasizes vocational education improvement for special populations, primarily people with disabilities. All programs funded with Carl Perkins money require equal access for students with disabilities and other special populations in the areas of recruitment, enrollment, and placement. School districts must provide information about opportunities available in vocational education, placement services, employment, and vocational and employment services to K-12 students and parents. Districts must also provide trained counselors to assist students with disabilities in career planning, vocational programming, and school-to-work transition. In addition, districts must assess their programs and their students' completion of vocational programs in integrated settings. They must also ensure that supplementary services are made available to all students with disabilities, including modifications in curriculum, equipment, classrooms, support personnel, and instructional aids and devices.

Vocational Rehabilitation Act

The Rehabilitation Act of 1973 was amended in 1992 and now specifically requires the Department of Health and Social Services' Division for Vocational Rehabilitation (DVR) to establish policies and methods to facilitate the transition of students with disabilities from school to the rehabilitation service systems. The law, in section 504 of its implementing regulations, contains strong protection against discrimination on the basis of handicap in employment; accessibility; preschool, elementary, and secondary education; postsecondary education; and health, welfare, and social services. In addition, vocational rehabilitation agencies are required to provide services to eligible individuals regardless of their age. There are two eligibility standards. They are

- the presence of a physical or mental disability which, for the individual, results in a substantial impediment to employment (individuals who are disabled or blind under Title II or Title XVI of the Social Security Act automatically qualify); and
- the individual requires VR (vocational rehabilitation) services to prepare for, enter, engage in, or retain gainful employment (34 CFR 361.31).

Implicit in the vocational rehabilitation regulations are transition activities that correspond with IDEA requirements.

> When vocational rehabilitation services are being provided to an individual with disabilities who is also eligible for services under the Individuals with Disabilities Education Act, the individualized written rehabilitation program (IWRP) must be prepared in coordination with the appropriate education agency and must include a summary of relevant elements of the individualized education program for that person (34 CFR 361.41 (c)).

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) of 1990 ensures that people with disabilities, including students, have equal access to employment, transportation, public accommodations, and telecommunications.To provide that access, reasonable accommodations must be made in employment; new public transit vehicles must be accessible or paratransit service must be provided; auxiliary aids and services must be provided by businesses and public services to enable a person with a disability to use and enjoy the goods and services available to the public; and telephone companies must offer telecommunications devices for the deaf, or similar aids, 24 hours a day.

Job Training Partnership Act

The Job Training Partnership Act (JTPA), on a competitive basis, funds local school consortia projects that target students at risk, students with disabilities, and low-income and minority students. The emphasis of the projects must be to keep youth in school and teach work maturity skills, basic education skills, and job specific skills. Each student served in a JTPA program must have a "written employment/education development plan," the content of which is determined by the local Private Industry Council's (PIC) work competency plans: These plans are required by federal law, and every district is encouraged to participate in the comprehensive PIC planning process, which sets local training priorities. For the 1989-90 school year, JTPA public school projects served 1,748 students, 28 percent of them students with disabilities. For those students with disabilities, the IEP may be used to develop the student's written employment/education development plan, which contains many of the components of transition service requirements. For those students with disabilities receiving JTPA services, the JTPA teacher should participate on the IEP committee and contribute to the employment goals and objectives of the program.

Wisconsin Statutes s. 115.85(4) School Board Referrals

Wisconsin's school-to-county boards "interagency linkage" legislation has been in effect since 1984. When appropriately and consistently administered, it meets several of the transition requirements of IDEA. Under this statute, school districts are required to give the county Developmental Disabilities Board, Mental Health Board, or drug and alcohol services agency the names of students who are 16, who are expected to be leaving school within two years, and who may need the county services previously mentioned (See appendix A for Sample County Services Form.)

Wisconsin Statutes s.118.15 Compulsory School Attendance

The Compulsory School Attendance Law (118.15) contains program options for all students. These options, as determined by the IEP committee, may be appropriate transition services for some students with disabilities. These options include the following:

1. Upon the child's request of the school board and with written approval of the parent, any child who is 16 years of age or over and a child at risk (which many students with disabilities are) may attend a full- or part-time program at the Wisconsin Technical College System (WTCS) district which leads to high school graduation. The WTCS must admit the child and offer day classes to meet the district's graduation requirements (s. 118.15(1)(b)).
2. Students aged 16 and over, or the students' parents, may request of the school board, in writing, a school work-training or work-study program which leads to high school graduation (s. 118.15(1)(d)2).

If an IEP committee includes any of these options as an appropriate program for students, it must be provided at no cost to their families.

Wisconsin Statutes s.121.02(1)(m) and PI 26.03 Wisconsin Administrative Code Education for Employment

Wisconsin's Education for Employment Standard is much broader than just work experience and provides an excellent vehicle to coordinate transition services for students with disabilities. Under the legislation, each school district is required to establish an Education for Employment Council, 50 percent of whose members must be business and industry representatives from the community. (Many of these councils have been reformed into School to Work Councils.) This council assists the district by gathering economic and labor market data to develop appropriate vocational curriculum, suggesting improvements to curriculum, participating in the provision of work experiences for students, establishing vocational goals and objectives based on local employment data, and conducting student follow-up studies. This council is a natural mechanism from which to build the interagency transition linkages required in IDEA as well as to introduce the new employment of people with disabilities requirements of ADA. Special education administration, the DVR, Job Service, the Private Industry Council, and other community agencies should be represented on this council.

The Education for Employment program each district develops must include a K-12 career education program; career exploration, planning, and decision-making opportunities; school-supervised work experiences; contemporary vocational education programs; business and economic curriculum; and practical application of basic skills. For students with disabilities to make realistic career choices, express their preferences, and be prepared for postsecondary education, adult living, and employment as required in transition legislation, they need to be included in the Education for Employment program according to the IEP committee's individually tailored program.

Youth Apprenticeship Program s. 101.265

The Youth Apprenticeship Program is administered by the Department of Industry, Labor, and Human Relations (DILHR) in partnership with the Department of Public Instruction, the Wisconsin Technical College System, local school districts, and business and labor. The program provides integrated school-based learning and work-based learning for high school students that affords youths with academic and occupational skills leading to both a high school diploma and a certificate of occupational proficiency in a specific industry. The programs use state-approved industry standards that prepare students in an occupational cluster for entering employment or continuing in postsecondary education. The apprenticeships are paid work experiences.

Rationale for Transition Services

Subchapter V of Chapter 115 (Wis. Stats) requires that "each school board shall ensure that appropriate special education programs and related services are available to children with exceptional educational needs. ... (s. 115.85)." In 1975, the Education of the Handicapped Act (EHA, now IDEA) mandated "a free appropriate public education... for all children with disabilities between the ages of 3 and 21 within the State (20 U.S.C. 1412(2)(B))." Until recently, however, few individuals or agencies concerned with special education publicly questioned the impact this legislation would have upon children with disabilities after they were no longer children (Ianacone and Stodden, 1985; Will, 1984; Hasazi, Gordon, and Roe, 1985). In 1983, the U.S. Congress, similarly concerned with the absence of follow-up data on the results of special education, directed the Office of Special Education Programs (OSEP) to conduct national and longitudinal research regarding the transition of youths with disabilities from secondary school to early adulthood. Begun in 1987, the National Longitudinal Transition Study of Special Education Students is ongoing.

During this same period, a similar research study was initiated by the International Center for the Disabled (ICD) in cooperation with Louis Harris and Associates, Inc. and the National Council on Disability. The ICD's first study, published in March 1986, reported what people with disabilities have experienced in employment, education, and social life, and what they think must be done to improve their accessibility to, and participation in, society. In 1987, ICD's second study reported on employer attitudes, policies, and experiences pertaining to the hiring, training, retention, and job performance of disabled individuals. The most recent study, "The ICD Survey III: A Report Card on Special Education," was done in 1989 and discusses the efficacy of the education provided to people with disabilities (Taylor, 1989). The findings of these and other follow-up studies are not heartening with respect to students with disabilities achieving the goals of the transition process as defined by one researcher (Halpern, 1985). The goals were to have such students

- employed full- or part-time in a competitive job, as a homemaker, or as a full-time student;
- *and* buying a home, living independently, or living with a friend;
- *and* paying a portion of living expenses;
- *and* involved in three or more leisure activities.

Education

The Fifteenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (1993) stated that of 223,224 students with disabilities aged 14 and older who exited the U.S. educational system during the 1990-91 school year, only 59 percent left by graduating. During the same school year, 23.3 percent of special education students dropped out. The highest dropout rate, 37 percent, was among students with emotional disturbance.

In Wisconsin during the 1992-93 school year, 12 percent of the 6,258 students with disabilities aged 16 to 21 who left school had dropped out. As nationally, the group in Wisconsin with the highest dropout rate, 19 percent, was for students with emotional disturbance.

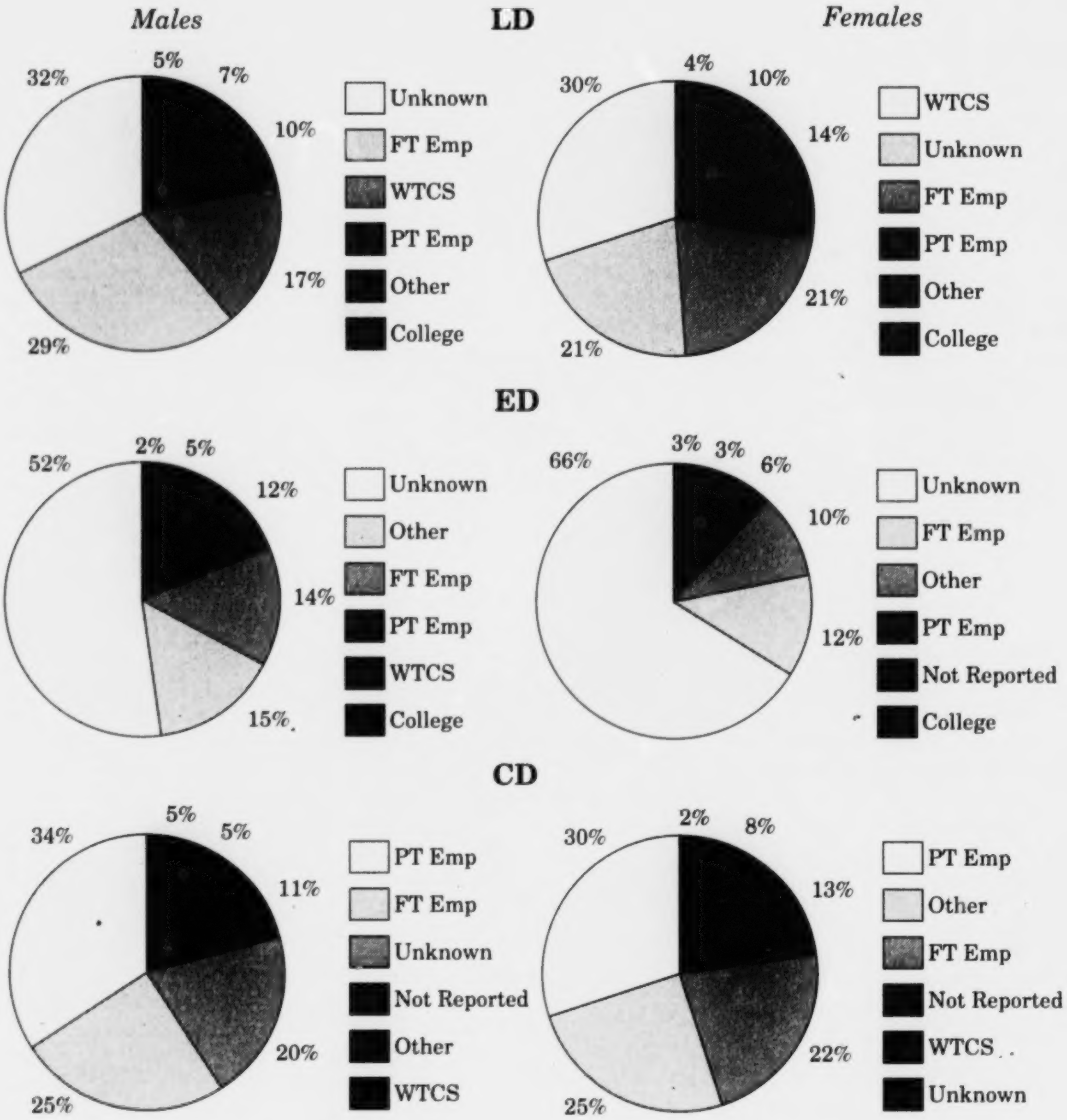
Wisconsin's secondary Vocational Education Enrollment Reporting System (VEERS) documents that students with disabilities make up 9.6 percent of the enrollment in secondary vocational education programs. This is approximately the same rate as the total incidence of disabilities in the school-age population. However, the great majority of this enrollment (5.7 percent) is students with learning disabilities. All other areas of disabilities are not represented in vocational programs at their rate of incidence. Practically speaking, this percentage should be greater when one considers that only 15 percent of students with disabilities go on to postsecondary education and training (Wagner, 1989).

The VEERS points to significant, although typical, sex role stereotyping with regard to enrollment in secondary vocational courses—males dominate the program areas of agriculture and technical education while females dominate the areas of business, health care, home economics, and marketing. These statistics are reflected nationally and documented by the National Longitudinal Transition Study (Wagner, 1989). The study concluded that female graduates with disabilities were not prepared for adult life as well as males and that they needed more training for, and placement in, nonsex-stereotyped jobs.

Postsecondary vocational training of students with disabilities in Wisconsin is difficult to determine because students self-report their area of special need or are identified by teachers. According to these reports, approximately 7 percent of vocational/technical college enrollment consists of students with disabilities. This compares unfavorably with the incidence (9 percent) of students with disabilities in the general school population. A postschool follow-up of students with learning disabilities, emotional disturbance, and cognitive disabilities shows a wide disparity among the different disabilities and the gender of the students with regard to their attending the WTCS after high school (see figure 41). This 1988 study was done by Richard C. Lombard, a professor in the University of Wisconsin-Whitewater's Department of Special Education. The percentage of students with disabilities attending the WTCS system ranged from 0 percent to 30 percent among those populations. The lowest percentage was in the area of emotional disturbance.

Figure 41

Postschool Outcomes for Exiters with Disabilities in 1987-88



*Full-Time Employment—More than 30 hours per week
*Part-Time Employment—Fewer than 30 hours per week

Source: R. Lombard, University of Wisconsin-Whitewater

While 56 percent of all students attended postsecondary education programs, only 15 percent of students with disabilities did. As Lombard's study demonstrated, college is seldom a postsecondary choice for students with disabilities. This statistic is particularly distressing when looking at the occupation requirements over the next 15 to 20 years. Most growth will occur in jobs that require some postsecondary education and training, although less than a bachelor's degree. There will be a significant decrease in the availability of jobs requiring less than a high school degree, according to research by the Hudson Institute, a private nonprofit research organization in Indianapolis, Indiana.

Employment

The Census Bureau's statistics comparing the percentage of full-time employment of people with disabilities from 1981 to 1989 shows a significant decrease in the employment of people with disabilities (see figure 42).

While 7 percent to 8 percent is the national unemployment rate, 64 percent of people with disabilities between the ages of 16 and 64 are not employed. However, 66 percent of the 12.4 million adults with disabilities indicated they would like to work. In society, an individual's status is determined by her or his job, which is readily apparent to people with disabilities. Even more significant, however, is the human need to achieve, be productive, and be self-fulfilled. As former U.S. Commissioner for Career Education Kenneth Hoyt stated in 1975, "Work is properly viewed as a human right, not a societal obligation."

The Education Department's follow-up studies have discovered discrepancies in employment rates among different disability groups, but the data portray significant improvement (with the exception of students with emotional disturbance) in employment rates four years after the students have left school (see figure 43).

Paid employment during the school years is highly predictive of postsecondary school employment for students with disabilities (Hasazi, Gordon, and Roe, 1985). However, only 3 percent of high school students are enrolled in formal combined school/work programs. Although Wisconsin's Education for Employment standard requires all school districts to have an Education for Employment Program and an Education for Employment Council composed of 50 percent community employers, special education participation in this process has not been uniform throughout the state. This mechanism is ideal to develop school-business partnerships and promote employment opportunities for students with disabilities.

The cost of unemployment of people with disabilities is staggering. In 1986, one Wisconsin county estimated the cost to taxpayers for nonworking people with disabilities and for people in sheltered employment. Figure 44 represents those statistics, which are based on the average cost of maintaining one person with disabilities with subsidized living and employment.

Figure 42

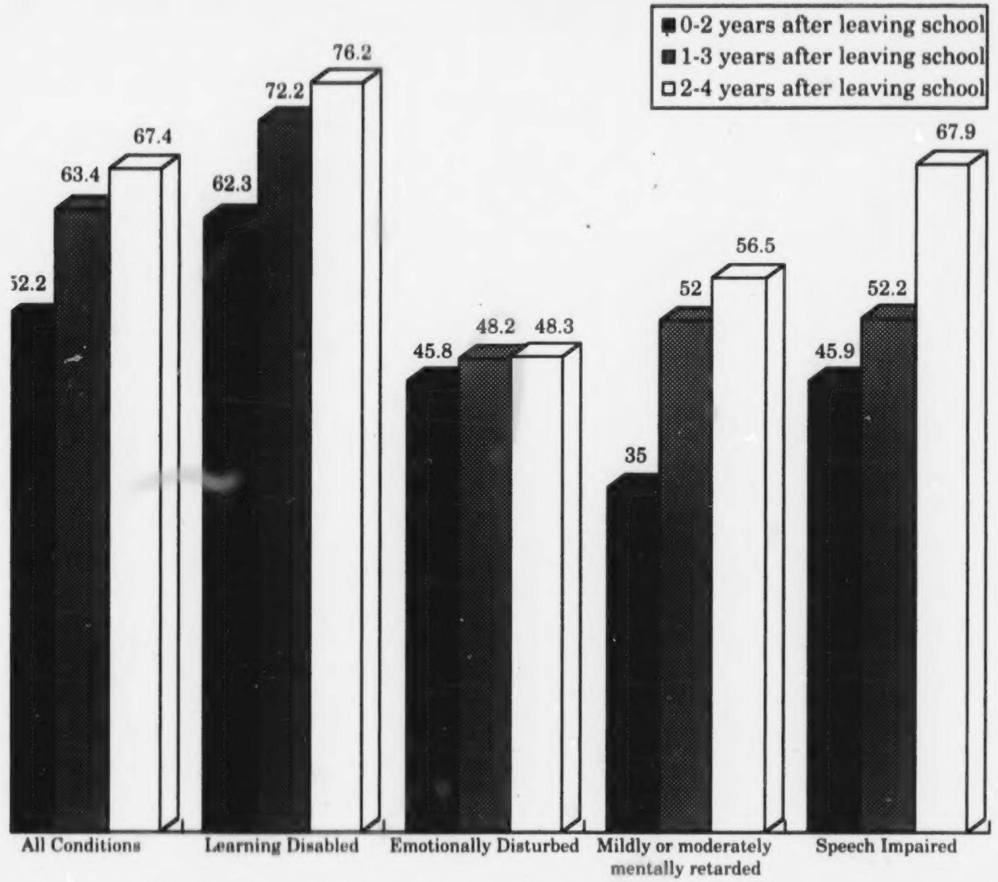
Employment Statistics on the Disabled

	1981	1989
Males ages 16-64 full-time job	30%	25%
Females ages 16-64 full-time job	13%	11%

Wages	
Males/full-time	64 percent of nondisabled
Females/full-time	62 percent of nondisabled

Figure 43

Employment Rates of the Disabled Up to Four Years after Leaving School



Source: Education Department, Office of Special Education Programs, 1992.

Figure 44

Cost to Taxpayers for Nonworking People or Sheltered Employees

SSI or Social Security From Age 20-65 (45 years)	Sheltered Work	Total Cost Over 45 Years
$440 to $550 per month $6,000 per year $270,000 over 45 years	$200 per month $2,400 per year $108,000 over 45 years	$378,000

In 1985, the International Center for the Disabled (ICD) study identified "not working" as "the truest definition of what it means to be disabled in the United States today." The study found that work makes "a vast qualitative difference in the lives of disabled Americans. Comparisons between working and nonworking disabled people show that those who work are: more satisfied with life, much less likely to consider themselves disabled, and much less likely to say that their disability has prevented them from reaching their full abilities as a person." In 1986 the same study interviewed people with disabilities around the country. Of the 64 percent not working, 66 percent wanted to work. According to surveys with employers, nearly all employees with disabilities did their jobs as well or better than other employees in similar jobs. The great majority of managers said that employees with disabilities worked as hard or harder than nondisabled employees and were as reliable and punctual (Taylor, Genevie, and Zhao, 1986).

Despite this data, both schools and parents underrated the importance of work.

> Preparing handicapped students for work or further study beyond high school received the lowest rating both from parents and educators. For a majority of students aged 17 or over, transition plans, designed to assist them in moving from school to work, have not been made part of the individualized education program. In addition only 33 percent of the parents with children aged 17 or over who have postsecondary transition plans say these plans were carried out. Fewer than half of the students age 17 and over have received counseling concerning employment or further education plans (Taylor, 1989).

These same findings were mirrored in Lombard's 1988 study in which, on average in a sample of Wisconsin school districts, only 18 percent of the students' IEPs in their final year of schooling included transition goals.

Independent Living

The ICD's survey of Americans with disabilities in 1986 documented perceptions of disability; how the disabled viewed society as changing or assisting them; and what the impact of their disability was upon their education, income, mobility, independence, and employment (Taylor, Genevie, and Zhao, 1986). In regard to the independent living components, many barriers prohibit full access to society for people with disabilities. One of the primary barriers identified in the study was that 50 percent of people with disabilities had incomes below the poverty level. This percentage rose for elderly people with disabilities. Fifty-six percent of all people with disabilities in America said their disability prevented them from getting around the community, socializing outside of their home, or attending cultural or sports events as much as they wanted. Sixty-five percent of all Americans with disabilities had not gone to a movie in the preceding year, but only 20 percent of the general population had not seen a movie. Seventy-five percent of people with disabilities had not attended a live theater or musical performance in the last year, while 40 percent of the general population had not done so. People with disabilities were three times more likely to never eat in a restaurant as was the general population of Americans.

This survey documented the negative impact of a person's disability on his or her vital daily activities, such as shopping for food in a grocery store, obtaining medical and rehabilitation services, and finding appropriate housing. While 60 percent of nondisabled people were involved in volunteer groups, religious groups, recreation groups, or other community activities, only 40 percent of people with disabilities were active in these groups. People with disabilities surveyed in the study identified several important barriers to their participation in a full social life. These were "fear that their disability will cause them to get sick, hurt, or victimized by crime; the need for help from other people in getting around; the lack of access to public transportation or someone to drive them places; and lack of access to public buildings and bathrooms" (Taylor, Genevie, and Zhao, 1986).

The Wisconsin Council on Developmental Disabilities annually determines the level of services provided in state counties to people with developmental disabilities. Some of those services relate to independent living, including supervised apartments, specialized transportation, independent living, recreation, and adult day services. During 1990, the waiting lists in Wisconsin of people with developmental disabilities who needed such services were staggering in comparison to the number of people served. For example, 942 people with developmental disabilities received supervised apartment services while 349 people were placed on a waiting list; a figure that represented more than one-third of all those served. There were also waiting lists of 189 people for specialized transportation, 365 for independent living services, 206 for recreation services, 712 for adult group homes, and 295 for adult day services. This local and state data corroborated the national ICD study regarding barriers to independent living for people with disabilities.

A significant proportion (36.2 percent) of high school students in Wisconsin residing in childcare institutions and secured correctional facilities have disabilities and 70 percent of the 1,423 youths residing at the licensed child-care institutions around the state have disabilities. These secure environments do not provide independent living experiences. School districts are responsible under IDEA to plan the transition of these students back into the community.

The ICD study showed that nationally, 50 percent of regular education graduates live with their parents two years after exiting high school. This compares very unfavorably with the 83 percent of students with disabilities who are living with their parents two years after exiting high school. However, this percentage drops to 55 percent five years after high school.

Summary

The definition of a successful transition program was described at the beginning of this chapter (Halpern, 1985). Its criteria were based on independent living, being able to financially contribute to living expenses, and being involved in leisure activities. The following results of a 1986 study emphasized the need for transition services to be provided to students with disabilities (Taylor, Genevie, and Zhao, 1986).

The percentages of graduates meeting the criteria for females were 10 percent for learning disabled, 7 percent for emotionally disturbed, and 4 percent for mentally retarded. The percentages for males were 4 percent for learning disabled, 0 percent for emotionaly disturbed, and 3 percent for mentally retarded.

Essential Components of Transition

The research on effective transition practices cites common elements necessary for a comprehensive transition program. Local needs and resources determine the organization and implementation of these elements. Prior to the transition mandates of IDEA, many states had developed their own state requirements for transition programming for students with disabilities. The common threads woven throughout many of these transition models are as follows:

- three dimensional—school, community, individual;
- multidisciplinary responsibilities for services to students;
- multiagency responsibilities for services to students;
- personnel, consumer, and community training on transition concepts and process;
- multidimensional assessment—school/community service needs assessments; student/program postsecondary follow-up; student's needs, program progress, preferences, vocational, and academic achievement evaluations;
- relevant K-12 career education (outcome-based) program; and
- comprehensive multiagency and multidisciplinary participation in the individual student's transitional IEP.

Multidimensional Service Delivery

The transition amendments in IDEA require "coordinated" services and "interagency responsibilities and linkages." An IEP for a 16-year-old can no longer be developed exclusively by special education staff members. The transition components of the IEP must be coordinated with other regular, vocational, and support services within the district and other appropriate community agencies "before the student leaves the school setting." Guidelines on how to develop multiagency IEPs that incorporate transition services are presented later in this chapter.

The roles of the school, community, and individual in the transition process and services are depicted in the following model and in subsequent role descriptions. It is important to remember that transition planning and services from agencies and professionals should occur in concert with each other. That is, community agencies are and should be providing services to students when they are still enrolled in school. Some examples of concurrent transition services are Social Security benefits; Job Training Partnership Act (JTPA) programs; WTCS classes through the Tech Prep Program or Compulsory School Attendance law options; DVR assistance and training for assistive technology needs; County Mental Health Agency provision of a supervised living site or alternate placement; and County Social Service foster care provisions (see figure 45).

School's Multidisciplinary Role and Responsibilities in Transition

Under IDEA, the school district is the agency responsible for initiating the multiagency linkages and multidisciplinary collaboration for transition services through the IEP process. State rules on the implementation of special education law (PI 11, Wis. Admin. Code), district policy that takes into account local resources, and interagency agreements specifying roles and responsibilities determine the local functions of the process.

If the district employs a director of special education, she or he is authorized to carry out the board's responsibilities relative to special education functions. Some of the special education director's responsibilities that relate to the transition process include

- programming and follow-up for children with disabilities.
- communication for the interface between special and regular education, parents, and liaison with other agencies.
- staff development for special education and ancillary personnel, regular education personnel, other district personnel, parents, and other community personnel.
- appropriate facilities, special transportation and resources for pupils, staff, programs, and services (PI 11.17(4), Wis. Admin. Code).

According to PI 11.03, Wis. Admin. Code, the district's school board is responsible for the appointment of staff members to the IEP committee. This becomes the director's role under the previously discussed rule. If the district does not employ a qualified director, district policy should designate who is responsible for the appointment to and functioning of the IEP committee. As previously discussed, this should not be a teacher's function, based on his or her limited time and absence of authority.

Multidisciplinary and multiagency participation in the transitional IEP development require administrative-level internal interdepartmental policies and interagency agreements that define the process and service commitments. This initial transition program activity is described in the next section of this chapter.

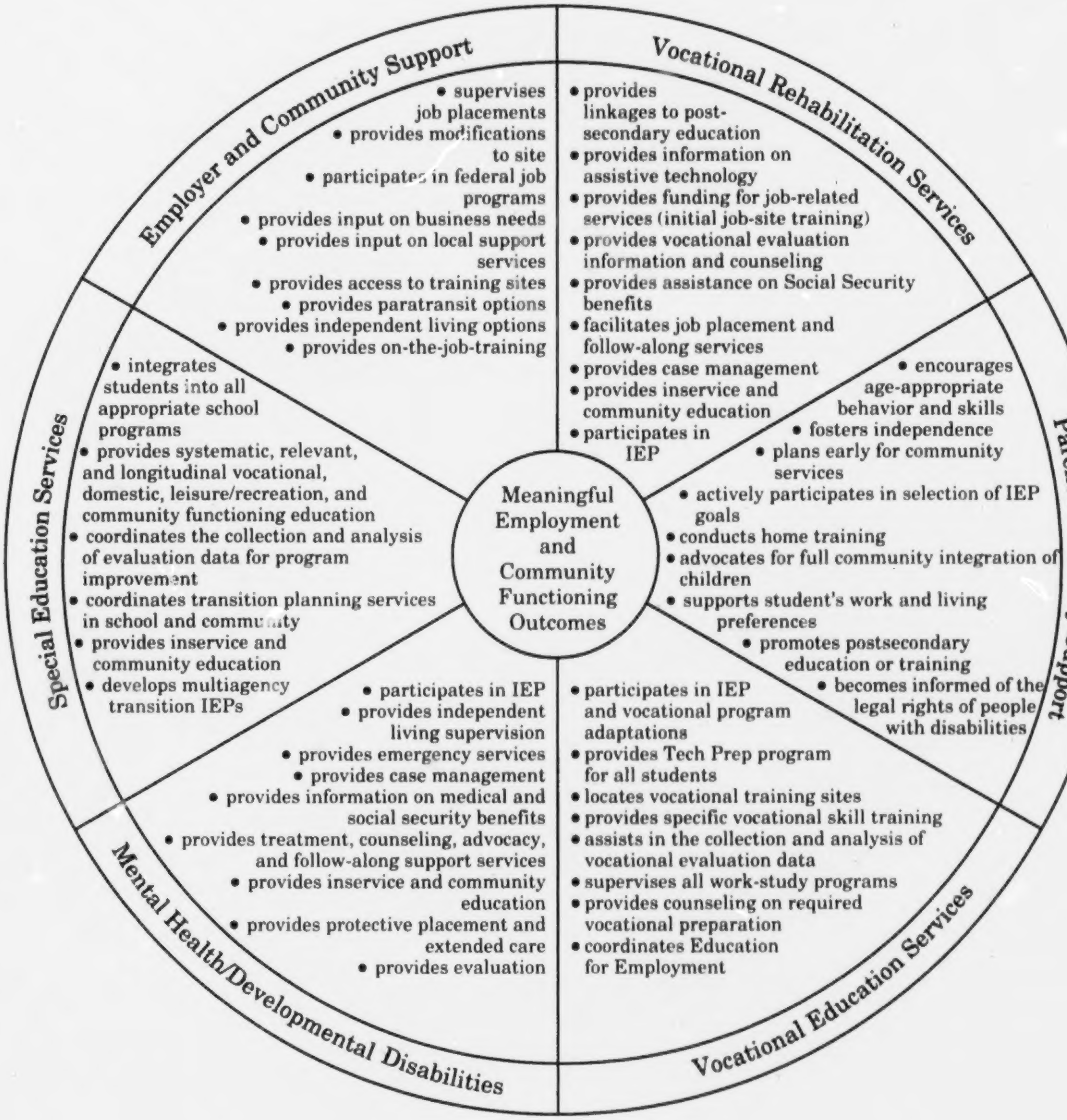
Other responsibilities of the school that are necessary to provide comprehensive transition services to students with disabilities follow. Those activities appropriate for the DVI instructor are indicated with an asterisk.

- special education*
- district and community staff training*
- instructional support in regular and vocational programs*
- transition planning in the IEP no later than age 16*
- advocate for and support students and parents throughout the transition process*
- coordination of the services of all school instructional, related-service, and support staff through the IEP
- location and monitoring of community experiences and employment opportunities for students*
- transportation for students to supported/competitive employment sites
- communication between parents and adult service providers*
- self-advocacy training for students and parents*
- vocational evaluation*
- K-12 career education
- relevant vocational education
- facilitation of extracurricular activity participation*
- community-based experiences*
- social skills instruction*
- recreation skills instruction*
- community living-skills instruction*
- domestic skills instruction*
- college, and vocational school application assistance*
- job finding*
- job placement*
- employment counseling
- work study*
- JTPA program
- co-op program
- youth apprenticeship
- tech prep program
- postsecondary follow-up and program evaluation*
- related services

— transportation
— assistive devices
— audiology
— psychological services
— counseling
— physical therapy
— occupational therapy
— recreation*
— assessment of disabilities*
— medical evaluation
— social work
— rehabilitation counseling
— Speech pathology

Figure 45

Defining Roles and Responsibilities for Transition Service Delivery



Employer and Community Support

- supervises job placements
- provides modifications to site
- participates in federal job programs
- provides input on business needs
- provides input on local support services
- provides access to training sites
- provides paratransit options
- provides independent living options
- provides on-the-job-training

Vocational Rehabilitation Services

- provides linkages to post-secondary education
- provides information on assistive technology
- provides funding for job-related services (initial job-site training)
- provides vocational evaluation information and counseling
- provides assistance on Social Security benefits
- facilitates job placement and follow-along services
- provides case management
- provides inservice and community education
- participates in IEP

Parent and Family Support

- encourages age-appropriate behavior and skills
- fosters independence
- plans early for community services
- actively participates in selection of IEP goals
- conducts home training
- advocates for full community integration of children
- supports student's work and living preferences
- promotes postsecondary education or training
- becomes informed of the legal rights of people with disabilities

Vocational Education Services

- participates in IEP and vocational program adaptations
- provides Tech Prep program for all students
- locates vocational training sites
- provides specific vocational skill training
- assists in the collection and analysis of vocational evaluation data
- supervises all work-study programs
- provides counseling on required vocational preparation
- coordinates Education for Employment

Mental Health/Developmental Disabilities

- participates in IEP
- provides independent living supervision
- provides emergency services
- provides case management
- provides information on medical and social security benefits
- provides treatment, counseling, advocacy, and follow-along support services
- provides inservice and community education
- provides protective placement and extended care
- provides evaluation

Special Education Services

- integrates students into all appropriate school programs
- provides systematic, relevant, and longitudinal vocational, domestic, leisure/recreation, and community functioning education
- coordinates the collection and analysis of evaluation data for program improvement
- coordinates transition planning services in school and community
- provides inservice and community education
- develops multiagency transition IEPs

Source: Project TIE, Virginia Commonwealth University, Richmond, VA

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The guidance counselors and career education specialists within the school district play a pivotal role in preparing and assisting students with disabilities for postsecondary career and educational opportunities. The Wisconsin Developmental Guidance Model described in the DPI's *School Counseling Programs: A Resource and Planning Guide* (Wilson, 1989) portrays, in the following diagrams, the role of the school counselor with students having disabilities (see figures 46 and 47). Without exception, every listed counselor activity is a component of transition programming.

Multidisciplinary and Multiagency Transition Committees and Agreements

As stated earlier in this chapter, IDEA amendments and rules require IEP statements of "interagency responsibilities or linkages (or both) before the student leaves the school setting" and "participation of other agencies in the planning of any transition services." The myriad of transition services within the school, complemented by community agencies, requires the district to develop administrative-level multidisciplinary and multiagency policies and agreements to deliver transition services efficiently and equitably to students with disabilities. A successful transition system depends upon interorganizational collaboration and concurrent services (see figure 48).

Special education services do not supersede the legitimate service responsibilities of other regular education and community agencies to the same youth. For instance, many students with emotional disturbance also receive family support services, mental health services, and juvenile justice intervention. It is only logical, therefore, that representatives from the agencies already serving students with disabilities, as well as staff members from agencies who will be serving those students upon their exiting the school system, participate in the IEP development. However, the interagency IEP involvement needs to be formalized by agreements at the administrative level among all participating agencies, and parents must be notified of their attendance at the IEP meeting. (See Incorporating Transition Services into the IEP for samples of how to document agency services and for what information to convey within the IEP process.)

As Iowa's transition model states, it is not always necessary "to create a new bureaucracy" for the purpose of interagency transition planning. Transition agreements can be developed through existing district and community councils and committees: Education for Employment Council, School to Work Transition Councils, Private Industry Councils, and so forth.

Lombard proposes a "collaborative transition model" that begins with an **internal steering committee**. Ideally, this change team is comprised of a small but highly motivated group of individuals, including school district personnel. Such teams assemble to share leadership responsibility with school administrators. They differ from advisory councils in that they are directly involved in decision making and in some cases provide direct services as part of their jobs. This would be a natural role for a DVI instructor. The internal steering committee differs from typical management teams in that their composition includes staff as well as management. This committee could best be viewed as participatory management of the communitywide transition process. The primary objective of the steering committee is to produce systems change by obtaining support and commitments from the school board and administration, community service agencies, the WTCS, employers, and parents. The collective support of these interest groups is vital to the success of all transition collaboration and services. Their commitment to the transition initiative must be established at the initial stage of the process.

Whatever the mechanism for developing interagency agreements, the members of the committee needs to include administrative-level staff who can commit to policy development and staff allocations. The following participants should be included on this committee:

- adults with disabilities,
- parents of children with disabilities,
- special education staff members,
- vocational education staff members,
- related services staff members,
- local WTCS,
- local PIC,
- local DVR,
- local mental health staff members,
- local developmental disabilities staff members,
- social security administration,
- local Job Service,
- local college/university,
- legal services,
- Juvenile Justice,
- city/county transportation,
- city/county recreation,
- county social services,

Figure 46

Counselor Involvement with Middle/Jr. High School Students With Disabilities

Competencies are the same as for regular education students. Emphasis may vary.

	Level 1	Level 2	Level 3
Learning	Counselor participates in M-team and IEP if indicated. Counselor provides individual counseling as needed. Counselor monitors academic progress and amends the instructional program or reassignment to teachers.	Counselor helps assess students' learning and placement needs. Counselor helps coordinate parent involvement with students' education.	Counselor provides leadership to develop guidance curriculum that includes emphasis on study skills, motivation, and responsibility. Counselor assists in the assessment of students' learning needs and placement within the curricular offerings.
Personal/Social	Counselor participates in M-team and IEP if indicated. Counselor provides individual counseling as needed. Counselor amends the inschool instructional program and schedule as IEP denotes.	Counselor coordinates involvement of parents in planning and design of the student's program. Counselor provides groups that deal with contemporary developmental concerns.	Counselor helps coordinate the involvement of students with disabilities in any curricular school activity that could prove beneficial to their personal/social development. Counselor provides leadership in the planning and design of programs that help students overcome such problems as drug and alcohol abuse, parental and family abuse, mental health conditions, and teenage pregnancy. Counselor provides instructional groups for parents. Counselor helps special education and pupil services staff members coordinate services to the student with disabilities.
Career/Vocational	Counselor participates in M-team and IEP if indicated. Counselor provides individual counseling as needed. Counselor can amend the in school instructional program and/or reassignment to teachers as the IEP denotes.	Counselor provides ongoing structured group activities, videotape models, and other follow-up and follow-through strategies to assist with career awareness. Counselor assists instructors to teach career planning skills, which include decision making, goal setting, information seeking, and long- and short-range planning.	Counselor assists in coordinating activities that provide for involvement of the family. Counselor provides or assists with the implementation of a broad range of classroom experiences which include films, guest speakers, occupational demonstrations, and relationships of skill development to career planning. Counselor coordinates job shadowing, on-site visits, and other career exploration experiences. Counselor provides career awareness information and classes.

Figure 47

Counselor Involvement with High School Students with Disabilities

Competencies are the same as for regular education students. Emphasis may vary.

	Level 1	Level 2	Level 3
Learning	Counselor participates in M-team and IEP if indicated. Counselor provides individual counseling as needed.	Counselor monitors academic progress and amends the instructional program according to IEP. Counselor helps students choose courses and understand graduation requirements. Counselor schedules students into appropriate adaptive or alternative classes.	Counselor coordinates a peer tutoring service to provide individualized assistance. Counselor provides information on postsecondary educational opportunities. Counselor monitors academic progress, credit total, and graduation requirements and provides this information to students, parents, and appropriate teachers.
Personal/Social	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed. Counselor can amend the inschool instructional program and/or reassignment to teachers as the IEP denotes.	Counselor coordinates the involvement of parents in the planning and design of students' educational programs and career plans. Counselor facilitates groups that deal with contemporary developmental concerns and self-esteem.	Counselor provides information concerning school and community resources and alternative educational possibilities. Counselor provides leadership in the planning and design of the programs that assist students to overcome such problems as drug and alcohol abuse, parental and family abuse, mental health conditions, and teenage pregnancy. Counselor provides instructional groups for parents. Counselor helps special education and pupil services staff members coordinate services.
Career/Vocational	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed. Counselor can amend the in school instructional program and/or reassignment to teachers as the IEP denotes.	Counselor helps instructors teach personal and interpersonal work skills and methods to locate, obtain, and keep a job. Counselor provides information on occupational opportunities and alternatives and the labor market relative to interests and abilities.	Counselor provides leadership and helps the design of alternative educational programs that meet the needs of the student with disabilities, such as DVI, TTPA, EBCE, and WECEP. Counselor makes computer-based career guidance systems (such as WCIS) available to students, teachers, and parents. Counselor makes provisions for establishment of a centralized job placement office to assist students to obtain full-time, part-time, permanent, and temporary jobs within the community.

Figure 48

Career Development and Transition Model

The following model depicts the interaction of transition roles and responsibilities among the parents, students, school, and community agencies.

Career Development and Transition Model for Students with Disabilities
Presecondary: Elementary/Middle School Level (Before Grade Nine)

Parents	School	Student	Community *(agencies, employers, higher education)*
Give child responsibilities/opportunities to make choices. Foster independence. Explore options in community with child. Discuss and plan postsecondary goals. Support school efforts. Participate in IEP. Develop work ethic. Learn and exercise education rights. Identify resources (community agencies). Encourage appropriate social skills. Give permission for information sharing. Complete parent surveys. Attend parent meetings.	Career awareness. Outline life and work options available. Begin outcome-based IEP planning. Career exploration. Relevant, nondiscriminatory assessment as part of IEP. Application of basic skills. Basic skills instruction. Develop work ethic. Social skills instruction. Develop process to transition to high school. Developmental guidance program. Related services. Employability skills training.	Career awareness. Career exploration. Self-assessment (strengths and weaknesses). Develop work ethic. Develop age-appropriate social skills. Plan realistic schedule for high school. Participate in IEP planning. Cooperate in evaluations. Express needs. Take responsibility for choices	Career exploration. Awareness of individuals with disabilities. Social skills. Accessibility. Accommodations. Transportation. Telecommunication devices. Recreation. Business tours. Classroom presentations. Community services.

Source: Masterson, S. Secondary/Postsecondary coordinator, Wisconsin Indianhead Technical College, Shell Lake, WI.

Career Development and Transition Model for Students with Disabilities Early Secondary Level (Grades Nine and Ten)

Parents	**School**	**Student**	**Community** *(agencies, employers, higher education)*
Give youth responsibilities/opportunities to make choices. Foster independence. Explore options in community with youth. Decide postsecondary goals. Participate in IEP. Support school efforts. Learn and exercise education rights. Develop work ethic. Promote friendships with peers. Identify resources (community agencies). Encourage appropriate social skills. Give permission for information sharing. Complete parent surveys. Attend parent meetings.	Teach awareness of community services available. Provide licensed guidance counseling. Provide variety of coursework with necessary adaptations and special education support. Provide work training. Career planning and decision making in formal courses. Community-based experiences. Include postsecondary goals in IEP. Application of basic skills. Personal management skills instruction. Involvement of regular and vocational educators, guidance counselor, administrator, and involved community agency staff members in IEP development. Voluntary youth service experiences. Teach self-advocacy skills. Develop interagency agreements.	Participate in career exploration by taking a variety of courses. Gain hands-on experience/make decisions regarding additional preparation needed. Participate in extracurricular and community recreation. Make decisions on postsecondary goals based on coursework. Cooperate in assessment. Voice preferences at IEP meetings. Get a job or work experience. Persevere in learning experiences. By end of tenth grade, have a postsecondary plan for education, work, and independent living. Advocate for self. Learn strengths and limitations.	Support school-related work programs (job shadowing, tours, mentorships, and so forth.) Provide employment opportunities for youths with disabilities. Awareness of community agency services. Provide inschool services, consultation, and class presentations. Participate on IEPs when involved with student. Participate on communitywide school-to-work councils (Education for Employment, PIC, transition, WTCS). Develop interagency agreements on services for transitions for students with disabilities. Implement ADA requirements (accommodations, accessibility, transportation, telecommunication).

Career Development and Transition Model for Students with Disabilities
Late Secondary Level (Grades Eleven and Twelve)

Parents	School	Student	Community *(agencies, employers, higher education)*
Work toward IEP's postsecondary goals for youth. Attend and participate at IEP meetings. Register youth in community support options. Learn community service system and advocate for youth. Assist in development of age-appropriate social skills. Promote youth's participation in extracurricular and community recreation. Complete transition agreements at IEP meeting for postsecondary services. Give permission for youth's work-study program. Give permission for WTCS course options. Follow through on planned transition activities on IEP. Maintain a complete school file for youth after graduation. Respond to district and agency follow-up surveys.	Develop systemic interagency agreements. Apply basic skills to community-based experiences. Provide college preparation program when appropriate. Continue vocational assessment (functional when appropriate) to measure accomplishment of IEP goals. Vocational preparation. Occupational preparation. Work-study program and employability skills in integrated settings. Develop interagency linkages and responsibilities at IEP meetings. Social skills training. Provide WTCS coursework options when appropriate. Instruct on community service options. Instruct on self-advocacy. Teach independent living skills in natural environments. Provide licensed guidance counselors to plan student's postsecondary education program through the IEP.	Set postsecondary work goals at IEP meetings. Set postsecondary living goals at IEP meeting. Enroll in postsecondary education or adult training. Apply for community support options. Participate in community activities. Secure a job or work experience prior to graduation. Cooperate with related service programs. Learn rights and exercise them. Respond to information surveys. If age 18, give appropriate permissions and maintain own file. Advocate for self or locate an advocate.	Support work experience. Supervise community-based work experiences. Learn characteristics of people with disabilities and recognize their social contributions. Develop work sites. Develop jobs. Conduct formal agency intake second semester of 11th grade. Implement ADA requirements. Participate on IEP committee. Provide inschool services. Develop financial plan and services/programs. Sign agreements with other agencies to provide transition services. Utilize school data to provide appropriate services and adaptations to graduates with disabilities. Sign agreements on IEPs to provide individual transition services. Participate on IEPs to provide individual transition services. Provide employment placement services.

Late Secondary Level (Grades Eleven and Twelve) (Continued)			
Parents	**School**	**Student**	**Community** *(agencies, employers, higher education)*
Give permission for district to maintain and share youth's records after graduation for service qualification. Plan postsecondary financial support for youth. Plan postsecondary independent living situations for youth.	Provide Tech Prep opportunities. Develop systematic follow-up procedure on all exiters. Provide needed transportation, assistive device, and other related services. Obtain parent/student's permission to maintain and share student's records for transition purposes. Refer 16-year-olds to Chapter 51 boards if appropriate. Involve regular (vocational and academic) and support staff in IEP development program implementation. Secure appropriate community agency staff, postsecondary education staff, and employer participation and commitments at IEP meeting. Completely update IEP and record achievement of objectives prior to student's exit. Provide the support for the student to hold a job upon exiting school. Provide the support for the student to be enrolled in postsecondary education/ training upon exiting school. Provide support for the student to have an independent lifestyle or imminent plan upon exiting school.		Provide information to agencies involved in follow-up studies.

- public health services,
- employers, and
- advocacy organizations.

Three classes of interagency agreements have been identified (Audette, 1980). They are commitments to:

- baseline standards regarding who does what to whom, when, where, how often, under whose supervision, and to whose advantage;
- allocation of public school and other agency resources;
- uniform procedures, forms, and activities by public schools and other agencies.

The following list describes the essential elements in interagency agreements. Agreements may vary in the elements they contain and in their formality. At the local level, advocacy agencies may be party to one or more interagency agreements with other local and state organizations responsible for special education, employment-habilitation programs, community living alternatives, mental health services, alcohol and drug abuse services, vocational education, and support services. In such agreements, the responsibilities of agencies are shaped by their current legal mandates, priority initiatives, and resources (Association for Retarded Citizens, 1986). At the school level, internal board policies need to be developed to ensure cooperation and collaboration in the transition process from all disciplines represented in the school system.

The common components of all transition service agreements should specify, for each agency,

1. the criteria for eligibility for services and characteristics of the students/clients;
2. a description of services to be provided as the responsibility of each agency;
3. a uniform process for accessing services, initiating communication, documenting information, and obtaining permission for information transfers and sharing;
4. commitments to provide services, fund services, and coordinate entitlements;
5. commitments to provide concurrent and complementary services;
6. commitments to joint IEP, Individual Family Service Plan (IFSP), Individual Written Rehabilitation Program (IWRP), Individual Service Plan (ISP), Individual Treatment Plan (ITP), and Job Training Partnership Act (JTPA) employment training plans development, and guidelines for the initiation of multiagency planning;
7. communication and coordination of respective calendars for planning and budgeting;
8. commitment to assisting local entities in coordinated, comprehensive community planning;
9. commitments to providing coordinated staff development to local agencies in joint training sessions;
10. commitments to share data and work toward an integrated, multiagency student/client database and follow-up system;
11. commitments to cooperating in evaluation and monitoring of the local agencies' implementation of the multiagency transition agreements and policies on an annual basis.

The following are suggestions for specific content of agreements:

- role of local agency staff in IEP development
- agency services for students still in school
- agency eligibility qualifications for students with disabilities
- process for contacting agency, referring students
- funding issues, contracting
- confidentiality protections
- the role of school in Individual Written Rehabilitation Program (IWRP), Individual Family Service Plan (IFSP), Individual Service Plan (ISP), and Individual Treatment Plan (ITP) development
- qualification process for supported employment for students with disabilities
- qualification process for special minimum wage
- age limitations
- Social Security Administration (SSA) involvement
- postsecondary education services for students with disabilities:
  - — application procedures, entrance tests, adaptations
  - — financial planning assistance
  - — recruitment of students with disabilities
- commitment to support services
- process for students with disabilities taking university or WTCS courses while still in high school
- process for students with disabilities becoming youth apprentices
- application of ADA requirements for student programs, workstudy, community involvement
- transition process for students with disabilities in corrections, child care institutions, hospitals (to and from community)

- the relationship of JTPA programs to schools
- process for student follow-up and transition services evaluation

After community and school agreements are formalized, Lombard's collaborative transition model suggests organizing a committee that includes steering committee members and is responsible for the actual implementation of the interagency commitments and agreements. This core team's role in the transition model in Lombard's transition model is to

- identify communitywide transitional problems students face by designing and conducting student follow-up studies and system needs assessments (described in detail in the Multidimensional Transition Assessment section).
- develop and implement a viable school-specific transition process based on the student and community needs assessment results.
- develop and enact a community action plan based on the student follow-ups and community survey results.
- conduct an annual formal evaluation of the entire postschool transition process following the implementation of the school and community action plans.

Transition Inservice and Training

All education staff members, community agencies, employers, families, and students with disabilities should be included in workshops and training opportunities regarding the concepts and responsibilities of transition planning and services. Such training should be provided collaboratively among all participants locally so that everyone is exposed to common principles and information. These training opportunities can be funded by district inservice funds, federal flow-through funds (comprehensive system of personnel development), DVR projects, Carl Perkins projects, JTPA training, PIC funds, Developmental Disability Council projects, and so forth. Whatever the source of training funds, all transition entities should be included in the training.

Parents need to be aware of legislation that supports their children in the transition process (West, et al., 1987). With training, most parents can be highly effective advocates for their children and knowledgeable consumers of services to which they are entitled. Three fundamental goals of parent training activities have been identified (Wehman, Kregel, and Barcus, 1985). These activities should

- orient parents to the community agencies providing postschool services to individuals with disabilities.
- familiarize parents with the specific responsibilities of special education, vocational education, vocational rehabilitation, and adult service programs in the vocational transition process.
- prepare parents to work with various agencies to develop transition "commitments in the IEP" and to apply for services.

In a 1985 conference at the University of Illinois-Urbana-Champaign, it was stated that:

> Developing a public awareness program to encourage community members and local employers to be aware of issues related to the transition of young adults from school to work is an important step in the transition planning process (McCarthy, et al., 1985). Increased public awareness can occur through several information sharing seminars where professionals, parents, employers, and community members discuss characteristics of individuals with severe disabilities, goals of transition planning, federal mandates and regulations, and current technologies and approaches (e.g., supported employment).
>
> The use of a good marketing approach by teachers and vocational rehabilitation counselors encourages potential employers to "buy" community-based training and supported employment. Employer support is crucial in the successful development of training and job placement programs. Employers who have potential job or training sites for young adults with disabilities or who have successfully employed these individuals may be asked to serve on the Education for Employment Council or School to Work Council. The Council can keep educators and developmental disabilities and vocational rehabilitation professionals abreast of current job trends and technological advances so that school training programs reflect the local job market. Additionally, the council can encourage the sharing of information among a network of potential employers.
>
> Local community members (for example, bus drivers, shopkeepers, and so on) must also be assisted in interacting appropriately with individuals with disabilities. A teacher could demonstrate appropriate interactions during community training as well as through information-sharing seminars with

civic groups, church groups, and professional organizations. Employer and community awareness and support requires ongoing efforts from everyone involved in the transition process.

It would be naive to assume that all the roles described are currently being played by professionals and parents as they begin to implement transition procedures in their own localities. Thus, these roles are "optimal" ones. One of the first steps a locality must take as they begin to plan and implement transition procedures is to define the roles and responsibilities of professionals involved in the process and the future goals of transition efforts. The selection of topics for inservice training must be consistent with the long-term goals of transition planning.

The following list [figure 49] is based on previous experience in providing inservice training to professionals from special education, vocational rehabilitation, vocational education, and departments of mental health and mental retardation on issues related to transition, as well as input from other professionals and parents. These competency areas should be a part of inservice training programs. These competency areas are not intended to be exhaustive and may need to be condensed or expanded, according to the needs of locality and the existing competencies of currently active professionals and parents.

Competency areas refer to knowledge, skills, and behaviors that professionals must have and that are believed to be associated with optimal transition outcomes for young

Figure 49

Targeted Inservice Training Competencies

Informational	Performance
1. Characteristics of individuals with disabilities	1. Appropriate assessment and behavioral training strategies for individuals with disabilities
2. Definition and terminology across disciplines and agencies	2. Strategies for implementing appropriate secondary programming for individuals with disabilities
3. Organization and administration of various agencies on federal, state, and local level	3. Procedures for individualizing the transition from school-to-work process
4. Elements of a fully implemented transition from school to work process	4. Developing, monitoring, and evaluating supported employment programs
5. Procedures for conducting needs assessments and analyses of local community vocational and residential options	5. Developing awareness and community and employer support programs
6. Components of various supported employment options	
7. Available funding sources and procedures for re-allocating existing funds to support appropriate employment options	
8. Developing parent and family support program	
9. Incentives and disincentives of federal programs, such as social security, as they relate to employment and community living options	
10. Case management services in the transition process	

Source: Hanley-Maxwell and Chadsey-Rusch, 1985.

adults with disabilities. Competencies can be further broken down into information competencies (demonstrated knowledge of philosophy, terminology, concepts, and practices) and performance competencies (demonstrated expertise in assessing, developing, and implementing the informational competencies). Inservice training programs must address the development and evaluation of both types of competencies. In many cases, the acquisition of several informational competencies will be a necessary prerequisite to the acquisition of a performance competency (Horner, 1977). The competencies targeted for inservice training are depicted according to their informational or performance classification.

Because of the short-term nature of inservice training, the focus must be on the presentation of practical information and the opportunity for field work (Wehman, 1985). Using guest speakers from a variety of disciplines and agencies, providing opportunities for role-playing and job-site visits, and incorporating team building activities are more efficient ways of developing new skills than a single lecture that simply provides information and theory.

Of course, all of the content areas must be validated by determining whether inservice participants who get this information can more effectively move students with disabilities from school to work. Inservice providers must have a systematic method for following-up participants on a regular and continuous basis (Hanley-Maxwell and Chadsey-Rusch, 1985).

Multidimensional Transition Assessment

The transition process requires schoolwide and communitywide expertise and participation in order to evaluate the success of the transitions of students with disabilities to the community. Thus, many components need to be measured. The assessment of transition services is a data-gathering process and also a method to share ownership of the process, create community awareness, and communicate needs to all entities in a nonthreatening manner. The components of transition that need to be assessed are: school and community service needs; individual student ecological/functional vocational assessment; individual student's program evaluation; and post-school follow-up and follow-along (program evaluation).

The DVI instructor plays an important role in the following four aspects of student and program assessment:

A student assessment profile. As part of the IEP to be shared with the vocational instructor, this profile would include the types of assessment most appropriate for the student and provide the most practical information for instructional use.

Curriculum-based assessment. The DVI assists the vocational instructor in identifying student competencies required by the curriculum (including task analysis) and transposes them within the IEP to apply to individual student goals, objectives, and needed special services.

Methods of evaluating. This includes functional vocational assessment as well as reporting student achievement, acquisition, or attainment of the vocational curricular competencies within the IEP. This comprehensive IEP student assessment data would then provide the basis for postsecondary career decision making and special service needs. It could also be used to transmit data during the transition process.

The implementation of an assessment of the overall progress of the DVI's function. This identifies whether the critical components of the DVI program are being carried out.

School and Community Service Needs

One of the most logical, yet often overlooked, methods for promoting the development of needed services is to increase awareness of what people need to attain their postschool goals. This awareness can be enhanced by the collection of community needs assessment information regarding those resources and services that are perceived as important for individuals to work, live, and socially participate in their home communities. Community needs assessment that identifies the transition services required for persons with disabilities to pursue their life ambitions is a strategy for promoting local systems change in support of more dignifying adult outcomes. Without such a strategy, too many individuals are forced to accept the limited menu of options that awaits them upon school exit. Community needs assessment is an important step toward the creation of a new menu of opportunities (Bates, 1990).

Lombard has proposed that a multiagency team should initially identify and evaluate local transition resources and constraints present within the community and school. Formal and informal evaluation of public school services and curricula enables the core team to pinpoint voids in transitional programming. In addition, available postsecondary training, employment, and support service options need to be assessed to discover how much individuals with disabilities use them, how effective they are, and what areas of need exist. A systematic transition services evaluation plan should evaluate

- transition elements already in place;
- voids that should be filled;
- coordination of state and community agencies, schools, and institutions involved in the transition process;
- enhancement of existing transition elements and whether transition voids can be filled; and
- whether the transition process is comprehensive and fits the needs of individuals with disabilities (West, et al., 1987).

Transition surveys should identify existing strengths and weaknesses. Telephone interviews should be conducted or questionnaires distributed to those directly involved in providing transition services, including

- educators,
- related services staff members,
- employers,
- students,
- parents (West, et al., 1987),
- adult service providers, and
- postsecondary education institutions.

Survey content will vary from community to community. Though surveys differ, the components should include questions that focus on the following concepts:

- use of and participation in the IEP,
- dissemination of information,
- coordination among agencies,
- cooperation among transition participants,
- availability of alternative programs (West, et al., 1987), and
- needs that have not been met from the parents' and former students' perspective.

Based on these results, the multiagency team identifies important transition components to develop. (See appendix A for sample surveys.)

To collect and analyze data more easily and ensure a higher return rate, keep surveys simple. Data analysis can be as simple as formulating response percentages or as complicated as higher orders of analysis. Whichever option the core team chooses, the survey should be designed with objectives in mind about which data analysis can provide the most useful information. Summarize survey results, addressing both strengths and weaknesses that become apparent. Include information about each major transition component addressed in the survey. This summary can then be used to organize a community action plan (West, et al., 1987).

After identifying community and school resources, the core team must develop and apply criteria for transition. To accomplish this, it must analyze the data to determine voids in the continuum of services. The survey, for example, may indicate that local rehabilitation services are readily available for students with physical disabilities, but rarely available to persons classified as learning disabled or emotionally disturbed. While the core team will continue to promote rehabilitation services for the population with learning disabilities, it may determine that rehabilitation support for individuals with emotional disturbance is lacking and must be addressed.

Once the core team develops transition performance criteria, it develops an overall plan of action and prepares for implementation. The following are substeps that must occur before beginning implementation (Harvey and Crandall, 1988):

- assess current practice
- set expectations
- create a timeline of activities and events
- create awareness of the plan
- select implementors
- assign support roles
- make logistical arrangements (for training, facilities, and personnel)

The team implements a community action plan to fill the void. Public awareness activities such as family training workshops, staff development seminars for school personnel, and inservices for adult service providers can reduce programming voids and increase community participation in the transition process. Critical areas to address during this phase of the model include

- interagency collaboration,
- training,
- parent training for the transition process,
- school personnel training, and
- employer training.

(See previous section on Transition Inservice and Training.)

Individual Student Ecological / Functional Vocational Assessment

Only one type of student assessment is specifically addressed in IDEA's transition requirements—"functional vocational evaluation." Further, the Carl D. Perkins Vocational and Applied Technology Education Act, amended in 1990, requires school districts receiving funds to assess the "interests, abilities, and special needs" of students with disabilities in regard to the student's successful completion of the vocational education program. It is critical to remember that all special education student assessment should be conducted within the context of the Multidisciplinary-Team and IEP; recorded in the "present levels of performance" or "evaluation" sections of the IEP document; and utilized to measure student progress, appropriateness of program, and need for program modifications to enhance student success.

Vocational assessment presupposes two goals. It should enable students to understand their strengths, weaknesses, and the job market well enough to discover what work they might enjoy, what they may not, and for what jobs they might have particular propensities. In order for students to be able to make informed choices about their programs of interest, they must have been exposed to a comprehensive career program. Secondly, vocational assessment should provide instructors, employers, and community service staff members with information about the student's preferences, behavior, learning style, need for assistive devices, initiative, communication needs, physical and mental endurance, medical status, transportation needs, specific work skills, and specific methods of instruction needed.

There is no magic recipe for a functional vocational assessment because it focuses on the interactions and variables among the student, instructor, training needs, work demands, environment, and necessary adaptations. Consequently, it requires the participation of many staff members to share their expertise in the various assessment arenas. Functional vocational assessment is based on the concept of measuring student performance on actual job tasks in natural environments, not on paper-and-pencil tests. For those occupationally specific tasks, the assessment should be conducted by the vocational educator or employer in that occupation. However, the DVI instructor plays a critical role in advocating and supporting students with disabilities. The DVI instructor should assist in the evaluation process by making needed adaptations in the testing process itself, assuring the student of the benefits of the assessments and communicating the implications of the assessment results to the student, vocational educator, guidance counselor, employer, and other agency staff members who may be involved in the student's transition (WTCS, DVR, and so forth). Ultimately, the DVI instructor should utilize the functional vocational assessment results to make recommendations for program placements and needed student supports in order for the student to be successful. (A sample functional skills inventory is in appendix B.)

Individual Student's Program Evaluation

The IEP is the one mechanism in which all student evaluations should be reported, matched to specific goals and objectives of the student's program, and used to modify program services that will assist the student to achieve the outcome-based goals of his or her transition program. If the IEP was consistently and conscientiously used in this manner, there would be no need for separate evaluations or duplications of evaluations by other agencies. Further, all professionals working with the student would have all the assessment information in one place and could readily observe all aspects of the student's skills, weaknesses, progress, preferences, and sequential school/work history. (Incorporating Transition Services into the IEP discusses how to incorporate evaluations into the IEP process and document.)

> The individual transition needs that are identified through the "IEP committee" process will result in the identification of community services that are required for some students to fully participate in integrated community activities. In some cases these services will be available and in other they may not. Unfortunately, the allocation of resources in support of various community services is rarely dictated by consumer need or desire, but is commonly influenced by past practice or tradition. However, the accumulation of transition needs assessment data (which is routinely communicated to all involved agencies) across several communities creates a new information base on which systems may make more appropriate decisions. For example, transition needs assessment data may support the expansion of

Figure 50

Information for Community Services Agencies

1. Information on legal guardianship
2. Description of parent/guardian contacts, family involvement (frequency, types, level of parent/spouse involvement) with permission of student
3. Vocational experience summary: historical outline of past jobs (include blank forms to record future job placements)
4. General job-site information includes the following:
   a. outline of job responsibilities
   b. key job-site contact people
   c. task analysis of jobs performed by student(s)
   d. time guidelines or special procedures requested or required by employers
   e. special circumstances specific to particular site
   f. wage and benefit information
   g. level of supervision, current and anticipated
5. Student profile: overview of skills, preferences, strengths, and weaknesses. SSI information, payment system; medical, physical, social functioning; learning style; friends and interests; personal characteristics
6. Progress to date of transition plans on the IEP
7. Most recent M-team report (with consent from parent or guardian and student to give access to records to community agencies)
8. Synthesis of data on performance (may include actual data forms utilized)
9. Photocopy of communication system, sequence books and cards, as well as clear instructional procedures for their use
10. Adaptations, materials, environmental equipment used by student during the year (include drawings, diagrams, extra materials for repair, and instructional procedures for use)
11. Schedules of each student (include information on transportation, lunch connections, budget, money needs)
12. List of resource people for future reference (occupational and physical therapists, speech and language therapists, adaptation specialists, advocacy/legal services, visual, psychology, mobility, and so forth)
13. List of current service providers
14. Summaries of student experiences across environments
15. Residential status (communication with county, agencies, plans for future)

supported employment resources for persons with more severe disabilities and the creation of extensive support programs for persons with mild disabilities who wish to pursue higher education. The interagency coordination that has been enhanced through "community transition committees and multiagency IEP participation" should result in much greater exchange of information related to the need for specific services and should encourage resource allocation that is far more sensitive to the lifestyle goals of persons experiencing disabilities (Bates, 1990).

Forms can be used to bring together pertinent facts about students with disabilities to facilitate planning and to communicate information specific to another agency's needs prior to a student's exit. This information transfer always requires parental or adult student permission. Three sample forms in appendix C can help share student transition information with DVR, WTCS, or other community agencies. Figure 50 lists pertinent information schools should share with respective agencies.

Postschool Follow-Up and Follow-Along

There are five reasons for conducting communitywide student follow-up studies. They are the need to

- report to all involved agencies,
- have accountability of all responsible agencies,
- evaluate the program,
- have student-, client-, and employee-related decision making, and
- have system change.

In order to be effective, school programs, rehabilitation services and "community agencies serving" students with disabilities need to document the postschool outcomes for students who received special education services. Subsequently, "this information needs to be used by all agencies" to make programming and planning decisions to improve transition services. Assessing the postschool status of former students in special education has several important implications: (1) influencing and changing public policies about programs and their populations; (2) identifying needed postschool services and problems in coordinating assistance for former students and their families; (3) documenting continuing needs of former students for use in making decisions about reforms in school curricula and practices; and (4) evaluating the cost effectiveness of programs by conducting cost-benefit or cost-effectiveness analyses for the programs and society. These implications all move toward improvement and modification of special education programs and "adult community services" when appropriate.

It is important that public school programs be able to document and evaluate independently in a systematic way the outcomes of their programs for students with disabilities. This "transition component" can be attained by developing follow-up systems that can be used by school buildings and districts (Bruininks, Wolman, and Thurlow, 1989).

Figure 51 portrays a process to develop a student follow-up system (Bruininks, Wolman, and Thurlow, 1989).

In order for postschool follow-up data to have an impact on all agencies responsible for transition, all agencies must participate in its collection and analysis. Lombard suggests that a multiagency team (including families of students with disabilities) should cooperatively evaluate the extent to which students are adapting to social, educational, community, and work environments.

When constructing one's own community follow-up survey method, the following guidelines (Reagles, 1977) should be kept in mind. (Sample follow-up surveys appear in appendix D.)

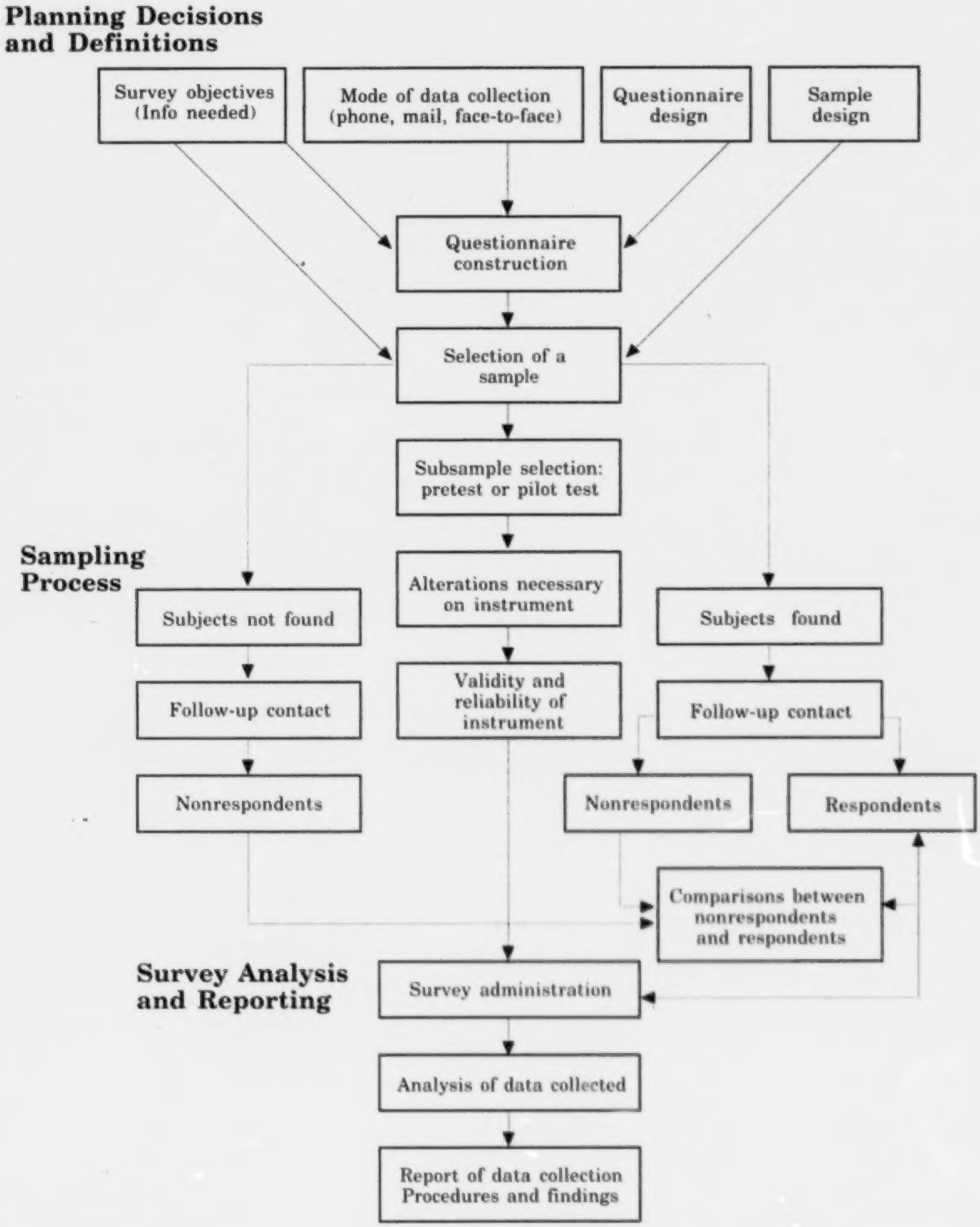
- All questions should lead to specific, needed information.
- Design should facilitate clear and precise answers.
- The subject should feel part of an important and interesting study.
- Avoid questions that bias answers.

Principles of item construction include the following:

- Consider the effect of the question on the respondent.
- Use language that is familiar to those who will be surveyed.
- Avoid slang and colloquialisms because they lead to ambiguity.
- Question phrasing should not suggest answers.
- Be sure the respondent is capable of giving an accurate answer.
- Ask for only one piece of information per question.
- Avoid words that have double meanings, for example, "value" and "liberal."

Figure 51

Process to Develop a Student Follow-Up System


Planning Decisions and Definitions
Survey objectives (Info needed)
Mode of data collection (phone, mail, face-to-face)
Questionnaire design
Sample design
Questionnaire construction
Selection of a sample
Subsample selection: pretest or pilot test
Alterations necessary on instrument
Validity and reliability of instrument
Sampling Process
Subjects not found
Follow-up contact
Nonrespondents
Subjects found
Follow-up contact
Nonrespondents
Respondents
Comparisons between nonrespondents and respondents
Survey Analysis and Reporting
Survey administration
Analysis of data collected
Report of data collection Procedures and findings

- Avoid words with possible emotional overtones that might affect responses, for example, "crippled."
- Make response options mutually exclusive and independent.
- Group items of similar subject matter, for example, job-related.
- Introduce sensitive items only after having gained the respondent's trust, for example, locating it in a meaningful context and introducing it with "warm-up" material (questions about job satisfaction could be introduced with items about tenure, duties, and so forth).

Data collection strategies include the following:

- Notify respondents in advance.
- Maintain confidentiality and anonymity of all respondents.

Data collections, storage, and analysis include

- developing an accounting form and a daily return record, and
- coding and storing data uniformly.

Incorporating Transition Services into the IEP

IDEA currently holds school districts responsible for initiating multiagency linkages through the IEP process. Systematic, consistent, and effective multiagency participation in the IEP process is only achieved through the establishment of administrative-level interagency committees and agreements as discussed previously. Community agency representatives must be invited to the IEP meeting whenever transition is being considered and the agency is likely to be responsible for transition services. Many agencies that serve individuals with disabilities are required by law to develop service plans for their clients. The vocational rehabilitation agency, pursuant to the Rehabilitation Act, must develop an individualized written rehabilitation program (IWRP); the developmental disabilities agency must develop an individual services plan (ISP) under the Social Security Act; the JTPA program must develop an employment training plan; and the mental health agency must write an individual treatment plan (ITP). If the IEP is coordinated with these varied human service plans, true transition programming and cohesive and comprehensive service delivery result.

IDEA holds transition services and goals as inherent to each student's special education program. Goals and objectives should be outcome-based in the transition domains of home and daily living skills, recreational and leisure needs, community participation, integrated employment and job training, and postsecondary education. These domains and the following sample goals and objectives essentially constitute a transition curriculum. The IEP committee and individual student need to determine how they are accomplished.

Individual student assessment, as discussed earlier, is a critical component of the IEP requirements. Student evaluation occurs in two places on the IEP: under "present levels of educational performance" and in the evaluation component to each objective ("evaluation criteria, evaluation procedures, and evaluation schedule"). This is often the weakest area of IEPs. It is a serious mistake to attempt to plan a student's transition in the absence of accurate and current student performance data.

"Present levels of educational performance" should be reported as a quantifiable measure of the student's achievement level related to the stated goal. Many times these levels of performance must be determined by functional and ecological assessment in the natural setting where they are to be demonstrated. Similarly, vocational, social, medical, and other evaluations should be done and reported in the context of the IEP objectives, not as separate procedures. The IEP requires that "evaluation procedures" be described, "objective criteria" for accomplishing the stated objectives be stated, and "schedules" for evaluating the objectives be set up. All evaluation results must then be reviewed annually by the IEP committee to determine the success of the student's program, to revise procedures where necessary, and to involve internal or external resources when necessary to accomplish transition goals. Utilizing the IEP in the intended manner thus obviates duplicative reports and evaluations; maintains a longitudinal record of the student's progress in all areas of educational, vocational, and related services; and serves as a communication instrument when linking students with postschool services and placements.

Figure 52

IEP Transition Planning Domains

Home/Living

- Independent Living—No Support
- With Roommate
- With Family or Relative
- Semi-independent Living Services
- Supervised Apartment
- Group Home—Specialized Training
- ICF-MR (Ongoing Support)
- Waivered Services
- Adult Foster Care
- Adult Nursing Needs

Personal/Home Needs

- Independent—Needs no Services
- Parenting Skills
- Use of Community Resources
- Citizenship Skills
- Money Management Skills
- Meal Preparation Skills
- Housekeeping Skills
- Assertiveness Training
- Self Care Skills

Recreational/Leisure Needs

- Independent Recreation and Leisure
- Family Supported Recreation and Leisure
- Community Activities: Sports, Social Clubs, YMCA, Community Ed Classes
- Community Parks and Recreation Programs
- Church Groups
- Specialized Recreation for Disabled

Community Participation

- Independent—Needs no Services
- Public Transportation
- Family Transports
- Car Pools
- Specialized Transportation

Social/Sexual Needs

- Needs Family Planning Services
- Needs Support Group
- Needs Counseling Services
- Needs Respite Care

Advocacy/Legal Needs

- Guardianship Need
- Legal Aid
- Wisconsin Coalition for Advocacy
- Attorney

Medical Needs

- Group insurance policy available (e.g., Medicaid, Champus, Blue Cross, HMO, etc.)
- Independent in Monitoring Medical Needs and Scheduling Appointments
- Dental Care
- Requires Medical Supervision & Scheduling
- Medication Supervision

Post-Secondary Education

- University
- Community College
- Vocational Technical College
- Military Service
- Community Education Course
- Apprenticeship

Jobs/Job Training

- Competitive Employment—No Support
- Competitive Employment—Transitional or Time Limited (OJT, JTPA)
- Supported Competitive Employment Minimum Wage or Above, Individual Placement
- Supported Job—Subminimum Wage, Individual Placement—TJC
- Enclave—Small Group Placed in Existing Business, Ongoing
- Mobile Work Support Crew—Small Group in Community
- Entrepreneurial Model—Small Private Business
- Work Activity Center
- Day Activity Center
- Job Corps

Financial/Income Needs (May be Combination of Sources)

- Earned Wages Only
- Earned Wages & SSI
- SSI Only
- Unearned Income (Gifts, Family Support)
- Emergency Income Options (Food Stamps, Unemployment Compensation)
- Medical Assistance
- Trust/Will

Source: the Minnesota Department of Education

Outcome-Based Programming and Planning Areas for Post-High-School Transitions for Students with Disabilities

GOAL 1: Financial/Income Security
(Topics from which to develop IEP objectives)

☐ Earned income
☐ Unearned income (gifts/dividends)
☐ Insurance (life, annuities)
☐ General public assistance (H&W)
☐ Food stamps
☐ Supplemental security income (SSI)
☐ Social security benefits
☐ Trust/will or similar income
☐ Energy assistance
☐ SSDI
☐ SSIE
☐ Community Integration Program (CIP)
☐ Community Options Program (COP)
☐ C1/B, CIP/2, CIP/3
☐ Family financial support
☐ Medicaid, Medical Assistance (effect of income on benefits)
☐ Coordination of financial resources
☐ Tax deduction for developmentally disabled people residing at home
☐ Other ____________

GOAL 2: Vocational Training/ Job Placement/Postsecondary Education
(Topics from which to develop IEP objectives)

☐ On the Job Training (OJT)
☐ Job Training Partnership Act (JTPA)
☐ Colleges/universities
☐ Vocational technical centers
☐ Community-based education and training
☐ Competitive employment
☐ Supported work models
☐ Volunteer work
☐ Rehabilitation facilities
☐ Transition employment site
☐ Work for family business
☐ Own business
☐ OJT programs through technical schools and/or adult agencies
☐ Apprenticeships
☐ Other ____________

GOAL 3: Secure Living Arrangements
(Topics from which to develop IEP objectives)

☐ Mental health institution
☐ Corrections
☐ With family
☐ Adult foster care
☐ Intermediate care facility
☐ Hospital
☐ Shelter care group home
☐ Specialized shelter care group home (training)
☐ Semi-independent (supervised) living
☐ Share living (roommate)
☐ Independent living (own house/apartment)
☐ Other ____________

GOAL 4: Adequate Personal Management
(Topics from which to develop IEP objectives)

☐ Household management
☐ Money management
☐ Social skills
☐ Hygiene skills
☐ Personal counseling/therapy: behavioral, occupational, physical, speech/language/ hearing, vision, drug/alcohol abuse, family planning/sex education
☐ Personal care services
☐ Safety
☐ Parenting skills
☐ Dressing and grooming
☐ Physical fitness
☐ Food and eating
☐ Communication skills
☐ Organization
☐ Other ____________

GOAL 5: Access to and Enjoyment of Leisure Activities
(Topics from which to develop IEP objectives)

- ☐ Specialized recreation/social activities (Special Olympics, People First)
- ☐ Sports of social clubs (YMCA, Scouts, health clubs)
- ☐ Community center programs
- ☐ Vocational, technical schools (craft classes, art, music)
- ☐ Parks and recreation programs
- ☐ Hobby clubs
- ☐ Independent activities (for example, bowling, and tennis)
- ☐ Church groups
- ☐ Camps, vacations
- ☐ Other ______

GOAL 6: Efficient Transportation System
(Topics from which to develop IEP objectives)

- ☐ Independent (own car, bicycle, and so forth)
- ☐ Public transportation (bus, taxi, train)
- ☐ Specialized transportation (wheelchair van)
- ☐ Specialized equipment (electric wheelchair)
- ☐ Street crossing/pedestrian safety
- ☐ Mobility and orientation
- ☐ Car pool
- ☐ Parents as a transportation source
- ☐ Financial resources available for transportation
- ☐ Supported transportation (with peer or co-worker)
- ☐ Other ______

GOAL 7: Provision of Medical Services
(Topics from which to develop IEP objectives)

- ☐ Medical care: intermittent care, daily (long-term) care
- ☐ Medical services: general medical services (for example, check-ups), medication supervision, dental care
- ☐ medical/accident insurance
- ☐ Financial resources group policy available, individual policy, medicaid, other
- ☐ Mental health
- ☐ Technology/equipment
- ☐ Prosthetic devices
- ☐ Other ______

GOAL 8: Linkage to and Use of Advocacy/ Legal Services
(Topics from which to develop IEP objectives)

- ☐ Guardianship/conservatorship
- ☐ Wills/trust/other
- ☐ Legal aid
- ☐ Office of Civil Rights (OCR)
- ☐ Wisconsin Coalition for Advocacy
- ☐ Wisconsin Developmental Disabilities Council
- ☐ Police
- ☐ DVR (Division of Vocational Rehabilitation)
- ☐ DCS (Division of Community Services)
- ☐ PEP (Parent Education Project)
- ☐ Other ______

GOAL 9: Appropriate Personal/Family Relationships
(Topics from which to develop IEP objectives)

- ☐ Counseling: genetic, family, individual, marriage, crisis
- ☐ Health aide/home attendant
- ☐ Support group
- ☐ Respite care
- ☐ Visiting arrangements to residence by parents, friends, other family members
- ☐ Churches
- ☐ Child care, parenting
- ☐ Friends/social relationships
- ☐ YMCA/YWCA
- ☐ Battered women groups
- ☐ Protective behaviors groups
- ☐ Family planning groups
- ☐ Community/home sSupport networks
- ☐ Divorce
- ☐ Guardianship
- ☐ Custody
- ☐ Other ______

GOAL 10: ______

______

The following outline is adapted from the 1989 Illinois Transition Project. It discusses required IEP content and gives suggestions for addressing specific components in relation to transition issues. Quoted material indicates IDEA mandates.

I. Legally required IEP content
   A. A statement of the child's present levels of educational performance
   B. A statement of annual goals
   C. Short-term instructional objectives to meet goals
   D. A statement of the specific educational services to be provided
   E. A statement of the related services to be provided
      1. Transportation
      2. Developmental, corrective, and other supportive services
      3. Speech pathology
      4. Audiology
      5. Psychological services
      6. Physical therapy
      7. Occupational therapy
      8. Recreation (including therapeutic recreation)
      9. Early identification and assessment of disabilities
      10. Counseling services
      11. Medical services for diagnosis or evaluation
      12. Social work services
      13. Rehabilitation counseling services
      14. Parent counseling and training
   F. The extent to which the child will be able to participate in regular educational programs
   G. A statement of the needed transition services to students, beginning no later than age 16
      1. When appropriate for the individual, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting
      2. Instruction
      3. Community experiences
      4. Employment objectives
      5. Adult-living objectives
      6. Daily living skills
      7. Functional vocational evaluation
   H. The projected date for initiation of services
   I. The anticipated duration of services
   J. Appropriate objective evaluation criteria to determine at least annually if instructional objectives are being achieved
   K. Appropriate evaluation procedures scheduled at least annually to determine if instructional objectives are being achieved

II. Suggestions for IEP committee composition
   A. Consumer
      1. Student (required)
      2. Parent(s)/guardian (required)
      3. Advocate
   B. School
      1. Special education teacher(s) (required)
      2. Special education administrator or other administrator (required)
      3. Vocational education teacher
      4. Local vocational education coordinator (LVEC)
      5. Speech and language therapist (required if student in speech and language program)
      6. Physical and/or occupational therapist
      7. Psychologist
      8. Social worker
      9. Education for Employment coordinator
      10. Guidance counselor
      11. DVI instructor
      12. Orientation and mobility specialist
      13. Interpreter
      14. Aide
      15. Nurse
      16. Program support teacher
      17. JTPA teacher
      18. Other
   C. Nonschool (required to be invited if responsible for transition services) (parents must be notified of invited people)
      1. DVR counselor
      2. Technical college or university representative
      3. Residential services provider
      4. Employment services provider
      5. Employer
      6. Developmental training provider
      7. Mental health representative
      8. Adult services case coordinator
      9. Division of Communication Services case manager
      10. JTPA representative

11. Physician
12. Independent living center representative
13. Other

III. What constitutes the "transition services" that must be addressed in the IEP?
  A. "A coordinated set of activities for a student, designed within an outcome-oriented process"
  B. The process promotes "movement from school to"
    1. "Postschool activities;
    2. Postsecondary education;
    3. Vocational training;
    4. Integrated employment (including supported employment);
    5. Continuing and adult education;
    6. Adult services;
    7. Independent living; and
    8. Community participation."
  C. The "coordinated set of activities" must
    1. "be based upon the individual student's needs;
    2. take into account the student's preferences and interests;
    3. include instruction;
    4. include community experiences;
    5. include the development of employment objectives;
    6. include the development of other postschool adult-living objectives;
    7. include, when appropriate, acquisition of daily living skills; and
    8. include, when appropriate, functional vocational evaluation."

IV. What are examples of appropriate transition curriculum domains from which to develop a "coordinated set of activities for a student?"
  A. Community participation skills
  B. Personal and daily living skills
  C. Recreation and leisure skills
  D. Vocational and career skills
  E. Postsecondary education skills

V. Identify "coordinated sets of activities based upon the student's needs, preferences and interests"
  A. "Instruction" (required)—suggested curricular areas
    1. Financial management
    2. Career and vocational education
    3. College preparatory
    4. Daily living skills (when appropriate)
    5. Recreation, leisure skills
    6. Transportation, mobility
    7. Self-advocacy
    8. Job finding
    9. Personal and family relationships
  B. "Community experiences" (required)—suggested activities
    1. Workstudy
    2. Youth apprenticeships
    3. Job shadowing
    4. Work-site visitations and presentations
    5. Public transportation experiences
    6. Shopping experiences
    7. Recreation experiences and clubs
    8. College and technical school experiences
    9. Apartment and house management experiences (maintenance, financial, domestic, personal skills)
    10. Adult service agency experiences
    11. Volunteer experiences—youth service
    12. Child care
    13. Student organizations
  C. Vocational Evaluation
    1. Interests and aptitudes
    2. Real work sample assessment
    3. Situational assessment
    4. Curriculum-based assessment (Make sure the curriculum is relevant)
    5. "Functional vocational evaluation"—required when appropriate
    6. Evaluate need for specific assistive devices
  D. "Employment objectives" (required)—suggested options
    1. Competitive employment—no support
    2. Competitive employment—on the job training
    3. JTPA programs
    4. District co-op programs
    5. Workstudy
    6. Youth apprenticeships
    7. Junior Achievement
    8. Entrepreneurial model
    9. Job Corps
    10. Supported employment
    11. School-based training
    12. Transitional or time-limited employment training
    13. Supported job-special minimum wage (approval through state Department of Labor and Human Relations (DILHR) and U.S. Department of Labor (DOL)

14. Supported job-targeted jobs tax credit
15. Enclave model
16. Mobile work crew
17. Full-time or part-time
18. Job sharing
19. Job creating
20. Job placement services
21. Job matching
22. Job counseling

E. "Postschool adult living objectives" (required)
  1. Independent living—no support, time-limited support, ongoing but infrequent support, daily support
  2. With roommate
  3. With family or relative
  4. Semi-independent living services
  5. Supervised apartment
  6. Group home—supervised, training
  7. Intermediate care facility (ICF)—ongoing support
  8. Waivered services
  9. Adult foster care
  10. Adult nursing home
  11. Long-term support services
  12. Community options programs
  13. Family support program

F. "Daily living skills" (when appropriate)—suggested curricular areas
  1. Self-advocacy, assertiveness training
  2. Parenting
  3. Community resource utilization
  4. Citizenship—awareness, participation
  5. Money management
  6. Meal preparation
  7. Housekeeping and maintenance
  8. Self-care—hygiene
  9. Recreation, leisure
  10. Purchasing food and clothing
  11. Mental health
  12. Physical health

VI. Develop programming for the following "anticipated postschool outcomes"

A. "Integrated employment"
  1. None due to expected enrollment in postsecondary education
  2. Competitive employment (no need for support)
  3. Competitive employment (time-limited support)
  4. Supported employment (infrequent support)
  5. Supported employment (daily support)
  6. Other (describe)

B. "Postsecondary education or training"
  1. None due to expected postsecondary employment
  2. Community college or university (no need for support)
  3. Community college or university (needs support)
  4. Technical or trade school (needs no support)
  5. Technical or trade school (needs support)
  6. Adult education class(es) (no need for support)
  7. Adult education class(es) (needs support)
  8. Adult education class(es) (special class)
  9. Specialized training
  10. Community-based training
  11. Other (describe)

C. Residential
  1. With family or relatives
  2. Independent living (no need for support)
  3. Independent living (time-limited support)
  4. Independent living (ongoing, but infrequent support)
  5. Independent living (daily support)
  6. Group home living (supervision)
  7. Group home living (supervision and training)
  8. Group home living (skilled nursing)
  9. Other (describe)

VII. "Statements of interagency responsibilities and/or linkages before the student leaves the school setting"

This new IEP transition requirement poses a dilemma for IEP committees for two reasons: 1) the IEP format does not lend itself to the inclusion of such statements, and 2) school districts are not in a position to dictate responsibilities to other agencies. In order to remedy the shortcoming of the existing IEP form and formats, sample IEP interagency linkage forms have been included in appendix E. Whatever form is utilized must be part of the entire IEP and must be completed as part of the IEP committee meeting.

The solution to the second dilemma has been discussed previously in the sections on Individuals with Disabilities Education Act and Multidisciplinary and Multiagency Transition Committees and Agreements. Any collaborative IEP planning must have been preceded by the first step in any transition model—the development of formal administrative interagency agreements which defined roles, responsibilities, commitments and process for IEP participation for transition services. Essentially, an IEP committee cannot commit another agency's services unless the "participating agency agreed" to provide them, or the district is willing to assume the responsibility for the services if the other agency "fails to provide" them.

The logical method for stating interagency responsibilities and linkages is to have representatives from those agencies participate in the IEP development. Unless teaching staff members or DVI instructors have been designated with the authority to appoint IEP committees and contact community agency staff members for IEP participation, the director of special education or other administrator should appoint the IEP committee (including agency staff) and notifying the parent of the participants at the IEP meeting.

In the absence of direct participation in the IEP by agency staff members, the IEP committee must take other steps to obtain their participation and establish "linkages" with appropriate community service agencies. Other steps could be phone conferences or formal referrals for service. Linkage statements might be made by the IEP committee under "goals," "objectives," or under a discrete IEP section on "statements of interagency responsibilities and linkages" as designed in appendix E. Sample statements, depending on individual needs, might be:

Interagency Linkages

"A notice to the County Mental Health Board will be sent on June 1, stating that John Doe is 16 years old, is not expected to be enrolled in school two years from now, and may require mental health services at that time (s. 115.85(4), Wis. Stats.)"

Goal Student will be accepted for the next fall semester at Madison Area Technical College (MATC) in the nursing program.

Objective Student will meet with high school counselor to determine protocol for MATC application.

Objective Student will have completed all requirements for high school graduation and MATC prerequisites.

Objective Student will meet with the transition specialist at MATC, complete required forms and shadow a student in the practical nursing program for five days.

Objective Student will take and pass the MATC admissions test for the nursing program.

Statement of Interagency Responsibility
DVR will evaluate the need for, train the students and staff in the use of, and fund the acquisition of a laptop computer with software that will enable the student to be successful in schoolwork at MATC despite a learning disability in written language.

Potential Agencies to Participate on the IEP Committee:
School
WTCS district
University or college
Proprietary school
Job Service
Private Industry Council
Job Corps
Employer
Armed forces
Division of Vocational Rehabilitation
County Developmental Disabilities Board
County mental health board
County social services
Social Security Administration
Justice system
County or city recreation department
County medical or nursing services
City or county public transportation

VIII. How might "work experience in integrated settings" be included on the IEP?

A. All work experience for all students must comply with state and federal child labor laws.
   1. Students must be age 16
   2. Students must have a work permit
   3. Parents must approve
   4. The Fair Labor Standards Act regarding wages, hours, and job type applies.

B. All work-study programs must comply with the compulsory School Attendance Law, s.118.15, Wis. Stats., and the Education for Employment Standard, s. 121.02(1)(m), Wis. Stats.
   1. Work experience during the school day must

        a. lead to high school graduation (credits must be awarded);
        b. be supervised by licensed teachers; and
        c. be paired with instruction.
    2. Transportation between work and school must be provided if necessary.
    3. All work-study programs for all students must include
        a. the practical application of basic skills,
        b. career exploration that is not sex-role stereotyped,
        c. school supervised work experience,
        d. employability skills instruction,
        e. the study of practical economics,
        f. grades 9-12 accessibility to market-based vocational curriculum, and
        g. integration with other programs in the school and with other agencies in the district.

C. The IEP committee must justify "removal from the regular education environment" when designing a community-based work experience for a student.

D. An "annual goal" must address the specific vocational or career skill that is to be achieved through the work experience.

E. The "present levels of educational performance" related to the vocational skill goals must be documented and must demonstrate the "individual student's needs" for services in that area. This could be accomplished through a functional vocational evaluation, a curriculum-based vocational evaluation, or a vocational preference evaluation, but should be quantifiable and replicable. In addition, for those 16 and older, this component of the IEP could be used to report the student's "preferences and interests" in the vocational/career area. If it is a continuation goal from the previous IEP, it could be extrapolated from the previous IEP's short-term objectives' evaluation outcomes.

F. The IEP committee must list short-term objectives, ideally sequential, which will enable the student to accomplish the vocational skill goal. The objectives must refer to the work experience, what instruction is being provided, and what employment outcome is desired. The instructional objectives must be stated in such a way as their accomplishment can be measured.

G. For every objective, the IEP committee must develop an evaluation plan that states what the criterion of success is, how it will be measured, and when it will be measured ("objective evaluation criteria, evaluation procedures and evaluation schedule").

H. The IEP committee must state what specific educational services will be provided to meet this annual vocational/work goal. Examples could be
    1. Job finding and placement by the work-study coordinator in the district
    2. Securing a job-training program through the Private Industry Council and local Job Training Partnership Act coordinator
    3. Providing vocational coursework, in the district or the local WTCS, which relates to the student's job placement

I. The IEP committee must state the related services the student will need in order to benefit from the special education program. Examples of related services that might be necessary to reach the vocational goal are as follows:
    1. Under "rehabilitation counseling services," group instruction on available community jobs and DVR services to assist students
    2. Under "rehabilitation counseling services," securing a special minimum wage license from DILHR for the student
    3. Under "transportation," providing cab fare or bus passes for the student to get to the community work site
    4. Under "developmental, corrective and other supportive services," an assistive device at the work site for the student , which is funded and provided by DVR

IX. How does an IEP committee go about its task of stating "needed transition services, and interagency responsibilities or linkages" for this example of a work experience?

A. The IEP committee must state the transition services the student needs. Examples of "coordinated sets of activities" in this area of vocational training will require IEP committee participation from the respective vocational experts (local vocational education coordinator, DVI instructor, DVR, WTCS counselor, and so forth)

1. Enrollment in the district's Tech Prep program (coordinated between the WTCS and district)
2. On-the-job training supervised by DVR and paired with instruction from the special education program
3. Enrollment in a district's cooperative business program with linkage support from the DVI instructor and special instruction from the special education program

B. How other agencies participate in the IEP development needs to be established by administrative agreements among those agencies and the district. Linkages can be addressed on the IEP by statements indicating that referrals will be made on specific dates to appropriate agencies, consultation with involved agencies will occur on a periodic basis, and so forth. Such statements could be made under IEP headings of "objectives, related services or action taken." Examples of interagency responsibilities and linkages in the area of vocational skills are

1. IEP referral to a County Developmental Disabilities Board of a 16-year-old who is "not expected to be enrolled in an educational program two years from the date of the report and may require services" of "special living arrangements" from that board (s. 115.85(4), Wis. Stats.)
2. Commitment from the WTCS transition specialist to assist the student with disabilities who is enrolled in the high school and taking a vocational class at the WTCS part-time under compulsory school attendance options.
3. Commitment from the DVR counselor to assess the student with disabilities to determine eligibility for DVR services.
4. Commitment from the Developmental Disabilities Office to provide legal services to the student and ensure that social security benefits are in place.

Summary

This chapter demonstrates the critical need for effective transition planning for students with disabilities. It recommends that this transition programming be in place no later than middle school and be planned in the context of the entire community. Parents and students must be fully involved and informed of the transition process. They should also be taught to advocate for themselves, rather than to continue to be treated in a protective fashion.

While school districts are the initiators of the transition process, the planning will not be effective without formal school-business communication mechanisms, community-based instruction programs, realistic vocational programming, career counseling for all students with disabilities, services from regular education staff members, certified guidance counselors and vocational educators, and training for independent and semi-independent living skills. The transition process must be shared among agencies and resources providing concurrent service delivery and responsibility transfers. Upon graduation from high school, a student with disabilities should have been admitted to a postsecondary education or training program; should be employed in a real-work situation; should be actively involved in choosing his or her job, living situation, free time activities, and so forth; and should have postschool community supports and commitments for agency services in place.

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Inservice Training Strategies

7

Inservice training is an important component of successful educational change. Along with participatory decision making, resource support, and feedback mechanisms, inservices form a structure around which Designated Vocational Instruction (DVI) instructors can organize their efforts. A well-planned inservice promotes the changes needed to implement the DVI model. It can inform, identify problems, develop solutions, and reinforce staff participation. An inservice that promotes the DVI model to staff members and administrators can also promote interdisciplinary communication and cooperation.

Planning an Inservice

Improving the performance of students should be the ultimate goal of inservice training, but planning an inservice involves many short- and long-term goals. First, the DVI instructor should conduct a needs assessment survey to determine training goals or participants. Then the DVI instructor reaffirms administrative support and involvement, and suggests attendance incentives and policy (for administrative approval). Finally, the DVI instructor should target the audience and plan the training session.

Determining Goals

A needs assessment identifies inservice content through a survey of the attitudes and awareness levels of potential participants. This procedure lets participants be involved with planning inservice content, thus making the effort relevant to their needs and goals and encouraging interdisciplinary interaction.

DVI instructors can use numerous methods to determine goals. For example, they can develop a formal written survey (figure 54) to provide the necessary information. Interviewing potential participants or classroom observation can also supply information. Finally, a needs assessment can be part of an inservice. In this case, participants identify needs through a brainstorming activity.

Training goals should be consistent with identified needs. When developing goals and objectives, the DVI instructor should be realistic regarding what can be accomplished through a specific inservice. Inservice training goals can help participants in numerous ways by promoting

- sensitivity to the need for good communication skills when establishing cooperative relationships.
- awareness of the importance of working together when educating students with disabilities.
- knowledge about community resources.
- the appropriateness of how and when to work with resource people.

DVI instructors must also consider resources necessary for implementing alternative training formats (time of day, length of each session, number of sessions, incentive costs, and so forth) when outlining their training goals. Finances often determine the number of participants, the length of the training, and whether paid speakers or other materials can be obtained.

Figure 54

What Do You Want the DVI Instructor to Do for You?

Please prioritize, according to your specific classroom needs, the following potential activities of the DVI instructor.

_______ Orally read tests to students with disabilities

_______ Record textbooks on audiocassettes

_______ Provide additional instruction on how to use various measuring tools

_______ Highlight technical vocabulary found within texts

_______ Provide follow-up monitoring of students with disabilities enrolled in vocational classes

_______ Involve you in writing IEP objectives

_______ Assist students with answering questions

_______ Provide you with vocational assessment results of the students with disabilities within your classroom

_______ Provide individual instruction to students with disabilities concerning shop safety rules and regulations

_______ Other *(Please specify)* ____

Your name ____

Targeting Participants

Determining participants is an essential step of the planning process. Any combination of the following personnel might participate: special education teachers, vocational education teachers, guidance staff members, administrators, supervisors, families, related agency staff members, and technical college staff members. The purpose of the inservice activity often helps the DVI instructor target the audience. Funds may be available to train special education teachers but not vocational instructors. The local school district may run a pilot program in one school before implementing it in other schools. Training would focus on those instructors implementing the project first.

Incentives may also affect participant selection. Financial incentives are not always possible, but credit toward recertification, release time, or food (paid lunch or dinner, snacks at break time) often encourage participation.

Developing the Agenda

A successful agenda requires creative planning. Activities should meet inservice objectives in the most interesting way possible. In addition, the inservice will be more effective when the DVI instructor knows exactly what participants want from the training session and what their areas of expertise are. Surveying participants helps the organizer plan activities that meet specific needs.

The DVI instructor can prepare an agenda according to survey information. The agenda should address both the needs of the school and individual differences. Careful planning can make it possible to accommodate the varied levels of experience and the different areas of interest among people attending the workshop. In some situations, participants may find peer teaching activities useful. For example, a special education teacher and a vocational education teacher, who are both interested in helping students with disabilities succeed in vocational education programs, may work together to plan modifications.

In preparing an agenda, plan specific units of time. Select audiovisual materials and equipment that will best meet the stated needs of participants and reserve them well in advance. Before the inservice begins, the presenter should check to make sure that he or she has all handouts, worksheets, paper, pencils, and other required materials.

Inservice Mechanics

A well-conducted and smoothly run training session contributes to effectiveness. Careful attention to details while preparing for the session ensures a successful inservice. Four to six weeks is the minimum amount of preparation time. Date, time of day, location, and facilities must all be considered along with the agenda. To select a suitable date, the DVI instructor can

- select several alternatives,
- learn which dates are best for most participants, and
- ask if the desired location is available on the chosen date.

Surroundings are a key component of a successful inservice. The environment affects concentration which, in turn, assists the learning process. A convenient location will positively affect attendance. If the goal is to build team spirit, conducting the inservice in school will demonstrate that camaraderie can happen in day-to-day situations. Phone calls and drop-in interruptions will not occur during an evening meeting. Inservices held at locations other than school facilities remove the staff members from daily work hassles, helping them gain perspective about issues under consideration (Spencer, 1990). In either case, the DVI instructor must be sure the site is accessible to speakers or participants with disabilities. Planners should consider the following characteristics of proposed facilities:

- size,
- audiovisual aids,
- microphone,
- refreshments,
- restrooms,
- temperature and lighting controls,
- parking,
- chalkboard,
- reservation policy, and
- fees.

Careful attention to every detail can mean the difference between an effective presentation and one that embarrasses both presenter and audience. The following checklist can serve as a guide to make sure necessary equipment is available and functioning:

- audiovisual projector and spare bulbs,
- television and videocassette recorder (VCR),
- take-up reel,
- screen,
- chalk,

- three-pronged plug converter,
- extension cord,
- masking tape,
- newsprint pads,
- felt-tipped markers,
- blank paper,
- stapler,
- scissors, and
- easel.

Invitations should be sent as early as possible because participants may need to adhere to time requirements for release from their normal work schedule. The invitation should include

- goals and description of the training session,
- place (complete address),
- time (beginning and ending),
- date(s),
- session sponsor(s),
- contact person for more information,
- a response form,
- local map, and
- additional information such as "Bring the following materials..." or "Please specify any special accommodations you will need."

Printed name tags, expense forms, and program evaluation forms all add to a professional, and well-organized inservice training program. (See figure 55 for a sample invitation.)

Preparation is the key to success. It is a complex process and should include the following components:

- Choose a welcomer, presenters, and group facilitators on the basis of politics, prestige, or performance skills.
- Select a method to document inservice outcomes; for example, videotape, audiotape, minutes, or products generated.
- Determine how inservice outcomes and ideas will be disseminated to the faculty, the school board, families, and possibly the community. Decide if the news media should be invited.
- Decide how inservice outcomes will be incorporated into the daily work behavior of the participants. This step relates directly to the goals and activities of the program. Attainment of goals should result in tangible indicators. For example, scheduled staff contact, cooperative curriculum development and implementation, or cooperative lesson planning.
- Pick a neutral setting. This site might be a local restaurant or meeting center.
- Consider the speaker's skill in presenting materials, depth of information, and skill in developing audience rapport. Keep this in mind: the DVI instructor may wish to utilize other resources, including other DVI instructors, Department of Public Instruction (DPI) personnel, and/or local school staff members.
- While planning and preparing an inservice, cooperate with those involved to provide a support network. The DVI instructor, along with the local vocational education coordinator, special education director, the principal, and any staff members with inservice experience make an effective team.
- Include administrators in the inservice. This keeps administrators abreast of the DVI program and helps participants be aware of administrative support.
- Remember that adult learning style calls for a presentation different from the classroom (Knox, 1980; Smith, 1982).

Presentation

Effective presentations require expertise in the content, delivery, and process. Each presenter seeks to facilitate integration of new information and skills into each participant's emotion, value, and behavior configuration. This integration is the goal of all activities of an inservice program.

An inservice presenter can choose from many options to deliver the content to the audience (see figure 56). Means of delivery include

- speaking to participants and encouraging participants to speak to the presenter or to each other.
- demonstrating through the use of a film or an activity.
- working individually, in small groups, or as a whole group.
- combining the options.

Awareness. Many DVI instructors have used an inservice at the onset of program implementation to familiarize staff members with how to use the DVI model in the district. Depending on school size, this can be done with each discipline or the entire staff. Some DVI instructors have scheduled this inservice prior to the start of school, while others have planned sessions after the regular school day. The latter may include a dinner. Lack of knowledge about other disciplines can also be addressed effectively through inservice training. A hands-on inservice, in which vocational staff and special education staff provide simulations in their respective areas of expertise, develops interdisciplinary awareness quickly and effectively.

Sample Inservice Invitation

(Date)

Dear Staff Member:

We have completed plans for the DVI inservice at the ____________________ on ______________ at ______________. We had sent out a previous memo to notify you of this inservice. We now need a confirmed reservation from you for the dinner. You will be released early from your building to attend this inservice.

The agenda will be:

4:30 Presentation by ______________ DPI consultant for ______________ and ______________ DVI at ______________.

5:30 Break

5:45 Dinner

6:30 Film—*A Day in the Life of Bonnie Consolo*

6:50 Small-group discussions on the needs and problems of vocational education classes for students with disabilities

7:15 Summary of group discussions, evaluation, and closure

7:30 Adjourn

We hope that you will be able to attend this inservice. We must have the confirmed reservations no later than ____________________. These should be returned to your director of special education or director of pupil services.

Sincerely,

(Name)

- -

☐ Yes, I plan to attend the DVI inservice and dinner on ______________ at ______________.

☐ No, I do not plan to attend the DVI inservice and dinner.

Designated Vocational Instructor Spring Inservice

Date: ______________________

Time: ______________________

Place: ____

Inservice credit or stipend offered.

Please return to: ______________________________________

By: ______________________

☐ I will not be able to attend.

☐ I will be able to attend.
  ☐ for inservice credit
  ☐ for stipend

Dinner Choice:

☐ Shrimp

☐ Red Snapper

☐ Steak

Signed: ____

Note: Handwritten invitations may be more personal and less formal.

Problem Identification. When participants identify problems and barriers as part of an inservice program, they are performing a needs assessment. For example, participants could break into small groups and brainstorm about problems or barriers to implementing the model. The results of this activity provide a guideline for future inservice sessions.

Problem Resolution. This is a critical need once problems have been defined. An inservice can ensure a cooperative look at solutions to problems. In one school district, lack of communication was a problem. To develop solutions to this problem, the participants defined their role in creating that issue and their responsibility for its continuance. A second common problem is the need for joint involvement in developing an Individualized Education Program (IEP). To help clarify roles, participants defined their respective responsibilities for developing the vocational component of the IEP.

Reassurance/Reinforcement. An inservice session that acknowledges a participant's past and present efforts also generates enthusiasm for the program. In one district, inservice was used to conclude the end of the school year. The agenda included "testimonials" from vocational and special education staff members as well as a reaffirmation of support from administration and DPI officials.

While systematic planning and thorough preparation help inservice efforts succeed, their effectiveness may be lessened by flaws in training implementation. The following factors contribute to ineffective inservices:

- The participants are not allowed to participate.
- Key ideas, concepts, and methods are presented in very abstract ways that make them difficult to apply in practical settings.
- The mechanics of inservice sessions are poorly planned and carried out haphazardly.
- The trainer has not planned to ensure continuity in the event of unanticipated problems.

Consider the following planning and preparation strategies, which research has found to be effective:

- Programs developed locally, in which participants helped plan inservice activities, were successful more often than programs planned and conducted without their assistance.
- Programs in which participants engaged in self-instruction by using prepared materials, objectives, and planned guidance were usually successful.
- Inservice programs that had different training experiences for different participants were successful more often than programs that had common activities for all.
- Inservice programs that required the participant to construct and generate ideas, materials, and behaviors were more frequently successful than programs in which an audience accepted ideas and behavior from the instructional agent.
- Programs that emphasized demonstration, supervised practice, and feedback were successful more often than programs in which those attending were expected to apply concepts and skills on their own after the conference.
- Programs in which participants shared ideas and provided assistance to each other were more frequently successful than programs in which they did not.
- Participants were more likely to benefit from inservice programs that were part of a long-term, systematic staff development plan than from short-term programs (*Journal of Teacher Education*, 1972).

Effective Information Processing

To maximize impact, a training structure should guide participants through the psychological steps involved when one processes information: awareness, reassurance, problem definition, and problem resolution.

The following techniques (Pfeiffer and Jones, 1980) can help participants process inservice content through the above psychological steps. The presenter can use specific exercises to engage participant interest; to help participants integrate new information into their knowledge, value, and behavior configurations; and to address problems. The following involvement exercises engage participant interest and promote a readiness to learn. They work best when carried out quickly.

Association. Participants call out associations that they have with the presentation topic. These associations give the speaker a sense of the audience and promote feelings of connectedness to the topic. Put a heading on a sheet of newsprint (for example, "linkages are..." or "my experiences with students with disabilities are...") and record spontaneous responses of participants.

T-chart. List reactions on newsprint under two headings, "Good News" and "Bad News," to bring out positive and negative reactions to the topic from participants.

Plus-minus-question mark. Instruct participants to make three columns on note paper, headed with the symbols, "+," "–," and "?" Individuals note their predispositions toward the topic and share results aloud or post them.

Assigned listening. Divide the group into thirds. Ask one group to listen for points in the speech with which they agree, another for points with which they disagree, and the third for points that need clarification or emphasis. The subgroups report on their work midway through a presentation. Assignments could be changed for the second half.

Spontaneous lecture. The group brainstorms ideas around the planned topic. Then individuals stand and briefly talk extemporaneously on various aspects of the topic.

Self-assessment. Instruct participants to apply the concepts under discussion to themselves. From time to time solicit personal statements.

Other techniques include "empathy generation," "directed questions/response: round robin," and guided discussion. One or more of these methods can be used together, but the presenter must not make this portion of the program so involved that it detracts from what follows.

During the inservice, the presenter must help participants integrate new information into their existing knowledge, value, and behavior configurations. The following activities may prove fruitful:

- Solicit examples from participants instead of being the only one to give them. The request to "think of an incident in your experience that illustrates this point" can provoke both task-relevant thinking and productive sharing.
- At predetermined points, stop and instruct participants to compare their reactions with the people on their right and on their left. Similarities and differences are reported to the total group.
- Stop from time to time and ask, "What do you hear me saying?" Distortions, misinterpretations, and omissions can then be dealt with before continuing.
- At appropriate points in the presentation, solicit statements from the participants. These statements can begin with the phrase "Right now I..." Variations include "Right now I'm thinking..."; "Right now I'm feeling..."; and "Right now I'm imagining..."
- A question-and-answer period helps to clarify specific points. Remember to ask participants how they would handle complex or controversial issues.
- Administer an oral, written, or posted quiz. Participants respond to the items, compare their answers with each other, and discuss any disagreements with the speaker. A traditional classroom-like atmosphere may cause anxiety among adult learners.
- Handouts distributed after the presentation can reinforce conceptual learning. If distributed before or during the presentation, participants can distract themselves through reading instead of listening. Announce that a handout will be provided after the session to discourage participants from unnecessary note-taking.
- Practicing skills learned during the inservice, with supervision or individually, can be immensely helpful when learning new strategies. Feedback on the practice corrects mistakes before they become habit.
- Instruct participants to work individually or in teams to set goals and plan their innovation. Allow sufficient time for these activities and insist on concrete objectives, specific activities, and preliminary timelines.

The presenter should start on time and begin by describing objectives for the session and providing a sense of how the inservice will be managed. If small-group activities with relatively permanent groups will be used, the presenter should form those groups early and give participants an opportunity to chat among themselves. A minimum of five per group is adequate for balanced discussion and maximum output. Participants should know how questions will be handled. Some presenters or facilitators hold questions until the end to maintain the momentum of the session. Others prefer that attendees ask questions as they occur. Whichever procedure is chosen, let participants know early in the session.

The following are suggestions for projecting a positive personal style. The presenter should

- avoid clichés, jargon, and "buzzwords." Watch out for distractions like jingling pocket change or material on a flip chart or screen unrelated to the topic being discussed.
- project a sincere self-image.
- maintain eye contact with the audience in all sections of the room.
- summarize a point after adequately covering it, and then continue with the next point.

- frequently restate essential points to reinforce the continuity of the presentation design.
- use pauses to let an important point sink in or to encourage audience reaction.
- avoid distracting body language, such as shifting weight from one foot to another or constantly folding and unfolding the arms.
- never make excuses for elements missing from the session. Excuses call unnecessary attention to imperfections.
- find ways to use natural humor or anecdotes to illustrate important points.
- be especially sensitive to avoid either stories or language that might be offensive to any member of the audience. For example, sexist references, or comments that insult any individual or group, can only result in harm to the effectiveness and acceptance of the speaker.

Asking questions is one of the best ways to engage an audience, secure their participation, and maintain communication. Questions help stimulate thinking, steer discussion, and sidetrack irrelevant discussions. Questions can be looked at from two perspectives—how to generate questions and how to respond to them. Generating questions from the audience can be done in several ways. The most traditional way is to pause and say, "What are your questions?" This is often the least useful way, because it allows people who are more gregarious and experienced to raise their hands or call out first. It often provides a forum for people who have their own speech to make. It also inhibits those who may have very serious questions but who may not wish to speak before a large group. An alternative is the small group strategy. Place people directly into small groups and ask them to identify questions and then select the one that they think is most appropriate. A variation is to ask people to discuss possible questions with a person sitting next to them. People can also write them on index cards and pass them forward for response. However, a planted question is easy to spot and causes the audience to feel manipulated.

The presenter also needs skills to respond to questions. Some points to consider include the following techniques:

- Honor each question with an answer that is direct and to the point. Take a position and support it with specifics.
- Divide any complicated questions into understandable parts and deal with each in order.
- Recognize each questioner with precision by pointing to or describing the person asking the question. Recognize several questioners simultaneously by telling them what order they will be taken—who will be first, second, third, and so forth.
- Quickly defer irrelevant questions—those that have nothing to do with the topic at hand. But do it pleasantly ("let's talk about that during break") and move on to the next question.
- If faced with a statement rather than a question, turn it into a question and answer it briefly.
- Be sure to recognize questions from all parts of the room, moving from section to section and back again.
- Never belittle any question or answer a question with another question.
- If caught at a complete loss to answer a question, a speaker should admit that he or she does not know the answer. Offer opinions, ask if someone else in the audience has the answer, or offer to research it and respond later.

The presenter should also finish on time, ending on a high point. A poem, story, startling statement, or quotation works well. The audience needs closure. The closing remarks should include appreciation to the resource people and the audience for their attention. Remind the audience to complete the evaluation forms for feedback when planning future conferences (Bell and Margolis, 1979).

Troubleshooting

While conducting inservice sessions with participants from different schools or school districts, inservice coordinators may be called upon to resolve interagency or interpersonal conflict. Prevention is the most productive way to manage problems. If a history of misunderstanding exists between agencies represented at the inservice, or if there has been minimal prior contact between them, several techniques can help overcome stereotypes and prejudices.

- Introduce members of the stigmatized group as equals (for example, invite adult graduates with disabilities to speak).
- Conduct awareness exercises (simulated blindness or other disabilities).
- Show an experiential film.
- Facilitate structured role exchange or team teaching activities.
- Organize simulation or role-playing activities.

A well-planned, thoroughly prepared, and tightly executed inservice program will be enjoyable for both presenters and participants. Nonetheless, it would be misleading to imply that problems never

Figure 56

Presentation Methods

Method	Definition	When Used	Preparation/ Procedures	Limitation
Audiovisual Aids	A way to give information.	Systematic presentation of knowledge. Should be used with other methods.	Aid must relate to the topic. Preview of materials is necessary. Should be followed by group reaction.	Location of effective facilities and equipment.
Blackouts	A rapid succession of four or five brief scenes depicting various methods of handling certain problems. Some type of curtain indicates the beginning and end of each scene.	An interesting way to present solutions to a problem in a series of brief scenes to stimulate group discussion.	The leader and planning group work out a number of ways to handle certain problems presented by the group. The method is written down by each member as the scene occurs. The blackout scenes are presented in a series before the group is allowed to take part in the discussion. Two group members lower and raise a curtain at the proper times. The group members tell what methods were used in the scenes. These may be written on the blackboard. Then each solution is discussed and evaluated by the group.	The topic and the methods used in the blackout scene need to be well-defined.
Brainstorming	Technique where members of a group list ideas to solve a problem during an allotment of time.	To get new ideas, and release individual potentialities in thinking up ideas.	Leader and members of planning group select suitable problems or questions on the topic selected by the entire group. The leader explains the meaning of brainstorming and the following rules: Critical judgments ruled out. Quantity of ideas wanted. The more ideas the better chance of good ones. The wilder the idea the better. It is easier to tame	Only a part of the meeting.

Method	Definition	When Used	Preparation/ Procedures	Limitation
Brainstorming (continued)			them down than to pump them up. If you can improve on someone else's idea, so much better. Leader rings bell when one of the above rules is violated. Recorder lists the ideas. **Follow up:** Type list and bring to next meeting to give to members.	
Buzz Groups	Allows for total participation by group members through small clusters of participants followed by discussion.	As a technique to get participation from everyone in the group. Highly adaptable to other group methods.	Prepare one or two questions on the subject to give to each group. Divide members into small clusters of four to six people each. A leader records and reports pertinent ideas discussed.	Give thought to the purpose and organization of the groups.
Concentric	A small circle of group members within a larger circle. The inner circle discusses topic while the outside circle listens. The discussion is then reversed.	This technique stimulates interest and provokes good discussion. This is especially good to get more response from a group that is slow in participating.	Leader and planning group work out questions that will be discussed by the concentric circle and then by the larger circle.	Much thought and preparation must be given to the questions for discussion. Rooms that enable chairs to be arranged in a circle.
Demonstration	Activity in which participants observe planned, carefully presented examples of real or simulated behavior illustrating certain techniques, materi-	To inform participants of materials, equipment, skills, procedures; to develop understanding about time and space relationships between ele-	Define the focus of the demonstration; select person(s) to demonstrate; plan the demonstration itself; arrange for observers to view effectively and conduct follow-up activities, such discussion, laboratory sessions, directed practice interview for planning ways of using demonstration. Group size	Does not develop skills. Observers who know what is to be demonstrated will not gain much; something new or different must be offered.

Method	Definition	When Used	Preparation/ Procedures	Limitation
Demonstration (continued)	als, equipment, and procedures as they might be realistically used.	ments demonstrated; to stimulate interest in use of the techniques, materials, procedures being demonstrated. Good technique for those newer to their profession.	30-100 depending on demonstrated activity. Need good lighting, acoustics, and viewing. Demonstrations by peer better accepted.	
Discussion with a Consultant	An open discussion in which the consultant sits in as a member of the group.	When authority is needed to help clarify the thinking of the group after the group has explored the problem and determined the areas in which it needs further help.	Select someone who is well-qualified in the particular subject to be discussed and who understands group participation.	Availability of a quality consultant.
Discussion Debate	A pro and con discussion of a controversial issue. Objective is to convince the audience rather than display skill in attacking the opponent.	In discussing a controversial issue on which there are fairly definite opinions. To bring these differences out into the open in a friendly manner.	Divide the group into sides of pro and con. Each speaker should be limited to a predetermined time followed by rebuttal if desired.	Members are often not objective toward the subject.
Discussion Experience	A small- or large-group discussion following a report on the main point of a book, movie, or life experience.	To present a new point of view or to present issues that will stimulate thought and discussion.	Plan with other participants how review is to be presented. Then have an open discussion on pertinent issues.	Ability of participating members to relate to others and motivate thinking.

Method	Definition	When Used	Preparation/ Procedures	Limitation
Discussion Group	Opportunity for polling ideas, experience, and knowledge.	For majority of meetings because of adaptability for group participation.	Preplanning to develop discussion outline. Leader encourages every member to participate by guiding problem solving. Group size seven to 15.	Not practical with more than 20 people. Becomes unorganized without planning of materials covered.
Discussion Panel	A discussion in a conversational format with a leader. Audience joins discussion later.	As a technique to stimulate interest and thinking and to provoke better discussion.	Leader plans with four to eight panel members. The panel discusses informally without any set speeches. Leader opens discussion to entire group and summarizes.	Can get off the topic; personality of panel may overshadow content; vocal speaker can monopolize program.
Discussion	Discussion where topic is broken into various phases. Each part is presented by an expert on that phase, in a brief, concise speech.	When specific information is desired.	Leader meets with three to four members of the symposium and plans outlines. Participants are introduced and reports given, group directs questions to proper symposium members, leader summarizes.	Can get off the topic; personality of panel may overshadow content; vocal speaker can monopolize program.
Field Trips and Observations	Group members make visits and bring information back.	Provides group with common experience to discuss, to understand, and to apply theory and knowledge to specific situations.	Experience must be planned to support teaching objectives. Group members must be prepared to consciously look for aspects in this experience. Must be accompanied by discussion to identify concepts, principals, and procedures.	Must have planning and forethought.
Reactors	Individuals that react to discussion or presentation.	To get a critical analysis of a presentation.	Prepare topic, define role, and assign reactor(s). Allow sufficient time for reactor's report and discussion.	It takes a highly knowledgeable person to evaluate and respond to presentation effectively.

Method	Definition	When Used	Preparation/ Procedures	Limitation
Reaction Sheet	A method of reacting to ideas in the following ways: Ideas a person questions. Ideas that are new. Ideas that really "hit home."	A way to get the group to react. Combine with other methods.	Prepare topic and reaction sheets. Explain and distribute reaction sheets with instructions to write as they listen, watch, or read. Follow with group discussion.	Topic should be somewhat controversial.
Reverse Thinking	Expression of thought by thinking in reverse.	To gain insight into others' feelings and to see another point of view.	Prepare topic. Explain to group the theory of reverse thinking. Combine with other methods.	A challenge to group members.
Role	The spontaneous acting out of a situation or incident by selected members of group.	As the basis of developing empathy in a situation that facilitates or blocks good human relations.	Choose an appropriate situation or problem. Define roles and general characteristics for each player. Enact the scene. Observe and discuss specific behavior and underlying forces for emotional reactions.	Group leader must be skilled so that actors will play their roles seriously without self-consciousness.
Workshop	A laboratory period in which members of group work on a project.	When active participation and involvement of all group members is desired.	Careful planning with the group is essential in establishing goals. Assign planning materials that members are to bring and sources where these materials may be obtained.	Adequate facilities are needed and will determine the size of the group. Many should be involved in the pre-planning presentation.

arise. Beyond a general sense of uneasiness, watch for several clues.

- The noise level may rise or fall for reasons other than interest or enthusiasm. A rise may indicate conflict. A fall may point out boredom, discouragement, or domination by a few participants.
- Participants may avoid critical issues. Only trivial and irrelevant points are discussed. Many trivial decisions are made with little dissent.
- Participants make no decisions. Everything is postponed for additional study, redrafting, or review by a committee.
- Members act impatiently with one another, cut off speakers, fail to listen, or jump from topic to topic with little or no continuity from one speaker to the next (Bradford, 1976).
- Power struggles occur among participants or between participants and the presenter.
- Rivalry, competition, or "cliquish" behavior occurs.
- Certain topics are avoided.
- Strong but unexpressed emotions exist (Hanson, 1972).

Most often, the best way to handle these situations is to bring them to the attention of the group. A statement like, "I notice that whenever some members present an idea, other members immediately disagree or point out all possible flaws. Does anyone else notice this?" might lead to a discussion about ways to overcome the problem before returning to the agenda. This suggestion should not be used in a mechanical fashion without developing at least a basic understanding of possible reasons why a well-planned program may have difficulties reaching its goals.

Interpersonal Goal Conflict

On a personal level, goal conflict is often seen in individuals who have personal or "hidden" agendas that have little to do with the stated program goals. Such agendas include

- desire for promotion or personal visibility,
- fear of any change in current practices,
- need to conform,
- need to appear competent,
- fear of rejection,
- need to win, or
- concerns for professional survival.

A person may often make significant contributions to a meeting while striving to achieve one or more personal goals. In other situations, however, a participant's personal agenda may interfere with the group's progress. Such individuals can cause a great deal of disruption.

Handling Disruptive Individuals

Most people do not attend a conference simply to disrupt it. Difficult participants may not be aware of how they affect others. Even so, if a participant's personal agenda hinders conference goal achievement, this behavior must be dealt with efficiently and constructively. Some common disruptive behavior includes

- interrupting or cutting people off while they are talking.
- monopolizing the session with monologues.
- sidetracking, topic-jumping, changing issues, and multiplying concerns.
- polarizing, pushing participants to take sides, and attempting to co-opt people into agreement.
- expressing strong fear or anxiety about probable outcomes.
- challenging the leader and others in regard to data sources, rights, and legalities.
- complaining about administrators, the system, meeting, leader, agenda, or presenter.
- threatening to withhold support, resign, deny responsibility, or seek retribution.
- accusing the conference leader of being political or otherwise questioning the conference leader's motives.
- pouting or withdrawing from active participation.
- discounting the contributions of others and stalling movement toward goals by repeatedly saying, "Yes, but..." or "What if..."
- pointing out all possible failures.
- personalizing issues and agenda topics, taking all remarks as directed toward people rather than ideas, and looking for hidden meanings (Pfeiffer and Jones, 1980).

Inservice training leaders find that many of these behaviors pop up occasionally. Someone who persists in such disruptive behavior and negatively affects others cannot be tolerated. The following paragraphs categorize several types of disrupters, describe them, and suggest ways to defuse their actions (Cooper and Heenan, 1980).

The Projector

The projector attributes his or her own thoughts and feelings to other people. Projectors are often unaware that they experience and feel what they attribute to others. The feelings they project onto others are those with which they are most uncomfortable. Some are afraid of anger, others are afraid of sadness or of showing fear. Projectors make statements like, "I don't think anyone understands the material," or "People are angry that you are not going to cover...," or "Cheryl was upset when you talked about..." Rarely do they make personal statements about their own thoughts or feelings. Even if they are accurate, they are still projecting. Inservice trainers who constructively handle projectors use verbal tactics such as

- "You've just made a statement for the group. Does that statement express your own opinion?"
- "I'm wondering if that is really the way you feel."
- "Let's check whether other people really feel what you attribute to them."

The Passive-Aggressive

Passive-aggressive behavior can be very influential, although it is often difficult to notice. Passive-aggressive people are hostile or angry but express their hostility in subtle and indirect ways. Often they attempt to mobilize group members to express the negative feelings they are experiencing. Participants exhibiting passive-aggressive behavior may come late to meetings, be mildly disruptive when they arrive, and initiate side conversations when the leader or someone else is speaking. They often make cutting remarks or hurtful innuendoes about people in the group, particularly the leader. If confronted, they claim their comments were not meant to be negative. They may make unpleasant statements within earshot of the person they intend to hurt. Passive-aggressive individuals also tend to provide verbal support and agreement that is not followed by supportive actions. Some even give verbal support to a group's efforts while opposing that group's goals in other contexts.

Passive-aggressive people tend to bait a presenter or group leader, but they back off, act naive, and play the victim when the leader attempts to deal with them directly. The leader is often left feeling foolish and defensive. It usually does not help to argue with the passive-aggressive person or to confront the behavior directly. When interventions become necessary, the following strategies may help.

- Take time for a general evaluation. Helpful suggestions include, "Let's take a minute to see how people are feeling about the workshop." If the passive-aggressive responds negatively, thank him or her for the feedback. If he or she responds positively or says nothing, say, "I'm glad you seem to be responding well to the workshop so far."
- If the individual makes a negative statement about the group and seems to be speaking for others, rephrase the statement so that it pertains only to the speaker. If John says, "That last exercise was a waste of time," say, "You feel, John, that the last exercise was a waste of time."
- If the individual expresses anger directly, the speaker has succeeded in cutting off the indirect passive-aggressive behavior. If the individual denies any angry or negative feelings, then simply say, "I'm sorry, I must have misread you. I'm glad everything is fine."

The Monopolizer

The monopolizer talks and talks. Other participants may withdraw rather than compete for a chance to speak. The monopolizer often listens poorly and turns the conversation back to himself or herself. People exhibiting this behavior tend to interrupt others in order to state a personal opinion or relate an experience. One response to monopolizers is to invite them to practice an alternative behavior, such as active listening.

If confronted directly, the monopolizer may feel hurt. Therefore, choose language that is supportive rather than critical. It is probably best to first address the group as a whole. If the monopolizer's behavior does not change, address him or her directly. Speaking to the group usually gets the point across without causing unnecessary embarrassment. Statements could include

- "We have been primarily hearing from one or two people... I'm interested in hearing from the rest of you."
- "It might be helpful for those of you who have been talking a lot to listen more, and for those of you who have been listening a lot to speak up more."
- "Notice your participation style. Have you been primarily a listener or a talker in this inservice? Practice exhibiting the opposite behavior and see what new things you can learn."
- "You have made some interesting comments and now I would like you to give some other people an opportunity to speak."

The Complainer

The complainer finds fault with anything and everything. Examples include: "The seats are uncomfortable," "This inservice is not what I expected," "I hate role playing," and "Do we have to?" In responding, focus on how he or she can become more comfortable and satisfied. Do not take responsibility for the complaints. The complainer will only manufacture additional ones. Suggested comments include

- "You seem quite dissatisfied with most of the materials being presented. What I hope is you will let yourself be open to it and reserve judgment until the end of the inservice. At the end of the inservice I would appreciate your feedback."
- "Even though I know you are not getting what you want right now, would you be willing to be receptive to what is being offered, and then decide later how useful the material is to you?"
- "If nothing pleases you, perhaps you really do not want to be here."

In general, expressing what is going on in a tactful way will help all participants focus on the chronic disruptive behavior of an individual. Frequently, shedding light on a situation that may be making the entire group uncomfortable is enough to dissipate any negative influence the disrupters may have. In focusing on such disruptions, it is almost never helpful to use "put downs," sarcasm, flippant remarks, or cutting humor.

How to Handle Stage Fright

Pre-presentation nervousness is often grounded in a fear of failure, rejection, or the unknown. There are few presenters, facilitators, or adult educators who do not experience occasional stage fright. Most have grown to expect it and have developed personal strategies for dealing with it. Some of these strategies include the following:

- Arrive early. A good rule of thumb is to be on site one hour before the session is scheduled to begin. That way speakers can assure themselves that no gremlins have slipped into the room to leave it in disarray after setup. Then, take a walk, practice deep breathing, or try other activities that help reduce internal stress.
- Greet participants as they come in and chat with them briefly. This strategy can often waylay anxiety. Some presenters prefer to leave the room and return just before the session begins.
- Do not memorize. A good speaker presents out of knowledge rather than memory. If speakers depend on remembering every line or fact, one stumble might risk it all coming unraveled. If speakers must memorize, memorize the opening line. The first five minutes should be thoroughly prepared and suitable to a speaker's style—while nervousness is at its peak.
- Acknowledge nervousness. Sometimes stage fright is further increased by trying to hide it. Audiences are generally astute enough to recognize fear. The chances are quite good that its members would have as much stage fright if they were on stage. If speakers acknowledge that they are nervous, they can devote the energy spent in hiding nervousness to managing their session effectively.
- If legs quiver and speakers are short of breath, find a place to pause, reach for a cup of water, and take several deep breaths, flexing leg muscles at the same time.
- Plan a group exercise seven to twelve minutes after opening remarks. This strategy enables speakers to begin with the confidence that they will soon have time to relax, increase composure, and review notes while the exercise is in progress.
- Many presenters find that putting an outline of their session on slides or overhead transparencies enables them to move away from the lectern and be closer to the audience without risk of forgetting an important point or losing their place.
- Early in the presentation, circulate in the audience if at all possible. By "breaking the physical space" between presenters and audience, speakers build kinship with the audience.
- Nervousness can be a friend. It can help sharpen and tune energy. The trick is to turn nervous energy from a distracter to a helper. Remember, nervousness is not to be avoided; it is to be rechanneled.

Combat Stage Fright

Choose the Right Topic. The ideal topic is inherently interesting, relevant to both the course and the audience, familiar to the speaker, and supported by adequate and convenient resource materials. Sometimes the hardest task is the first step.

Overprepare. Anyone who is unsure of the material would be nervous. Preparation builds self-confidence. Good notes are central. Most people find total memorization too time consuming and a word-for-word script too artificial and confining. Reminder concepts, printed in large letters with a thick pen, usually make the best preparation. Only the speaker will see them, so he or she can include stage reminders, such as "pause" or "point to board."

Rehearse. Speakers may never have heard their projection voices in class; get used to it. The first audience should be only the speaker. A tape recorder and a mirror may be helpful. Then make a presentation to one or a few friends and ask for their reactions. Time the presentation, and use the same voice for the class. Focus on making the phrasing comfortable and conversational; written English uses a different vocabulary, syntax, and sentence length than spoken English. Also consider enunciation, organization, and speed of delivery. Look for opportunities to inject color and enthusiasm in voice and appearance. Finally, discuss the presentation with an instructor to ensure that the material is acceptable and to benefit from additional input. Start early so each draft has time to "settle" as it is revised and improved.

Start Effectively. The first minutes establish the emotional climate and "command" of the situation. Specify the topic, clarify why it is of interest or importance, and set a mood of anticipation and relaxation. Try for a touch of humor or drama. Mentioning a few relevant personal experiences would not be out of place, even if it is merely an account of what it was like trying to find the material.

Declare Anxiety. Speakers often suffer from dry mouths or seeing the audience squirming. To break this cycle the speaker should simply announce, with good humor, how she or he feels. Then she or he will know that audience will have expected his or her anxiety, and everyone will be able to deal with it.

Redirect the Focus. If the speaker does not want 50 eyes boring into him or her, lead the gaze away. Speakers can use handouts, the blackboard, overheads, slides, maps, posters, and so forth. Not only will these visuals take the pressure off of the speaker, they will impress and interest the audience.

Redirect the Pressure. Look for opportunities to involve the audience. Lead up to a question and wait for the answer. Start with a relevant mini-survey. "How many of you have...?" Present material and ask someone to respond to it. Give an opinion and ask for a show of hands to indicate agreement or not. Again, such tactics will reduce the pressure on the speaker and increase audience interest and involvement.

Do Not Dry Up. Nervousness causes a variety of physiological symptoms including insomnia, increased heart rate, stomachaches, moist palms, and a dry mouth. The only symptom that the audience can be aware of is the latter, so bring a drink, even a paper cup of water. Professional speakers commonly interrupt their talk for a casual sip.

Choose a Stance. The speaker can be in command not only of the topic, but also of his or her physical comfort. Sit on the front desk, stand behind the podium, pace, or remain seated. Choose whatever is most comfortable and rehearse it.

Entertain. Depending on the nature of the topic, put some energy and imagination into adding novelty, humor, or theatrical demonstrations.

Do Not Feel Awkward. Know that feelings of anxiety, apprehension, and fear are a normal part of being on stage. Expect discomfort to wane during the hours and days prior to the big event, but to reach a maximum just a few minutes beforehand. Speakers may wish to spend the preceding hour doing something different, rather than dwelling on the presentation. Once the talk begins, speakers will probably become quite comfortable.

Do Not be Self-conscious. All people have some characteristics that please them and some about which they are sensitive. Under the stress and insecurity of talking in public, people brood about being seen only for a laughably skinny frame, buck teeth, or coke-bottle glasses. However, the audience will perceive the speaker differently.

Do Not Peter Out. Many people deliver a fine presentation until the final word, which is followed by an awkward pause and a mumbled "Uh, that's it." Try for something more positive than "Thank you, any questions?" Make summaries and conclusions clear. Give the final words slowly and emphatically, lowering inflection, especially on the last word.

Think Positively. Consider the efficiency of the spoken word. A few pages of sketchy notes can be a 15-minute speech. A spoken presentation merely has to sound right. Oral presentation should come more naturally than a written paper. Ask for feedback and expect each subsequent presentation to improve. Effective public speaking is a powerful tool that can be learned easily with practice.

Inservice Evaluation

Evaluations look at information, plan for the future, and measure "if and to what extent" goals and objectives of the inservice have been met. Inservice evaluation is determined on the basis of participant feedback. Feedback information is received in the form of narrative, multiple choice, or checklist. Narrative forms are often most helpful.

Figure 57

Inservice Training

(Date)

Feedback From Participants

1. What did you learn during the inservice?

   a. ____________________

   ____

   b. ____________________

   ____

   c. ____________________

   ____

2. I will be able to apply strategies that were presented at the inservice in the classroom.
   ☐ Yes ☐ No

   If yes, which ____________________

   ____

   ____

3. The inservice program will lead to ____________________
   for students with disabilities.

4. I would like more inservices presented in this way.
   ☐ Yes ☐ No

   If yes, would you be willing to work on goals and objectives for the inservice? ☐ Yes ☐ No

   Name: ____________________

5. I received everything I expected from the inservice. ☐ Yes ☐ No

6. Some of the things I expected from the inservice were

   Comment: ____________________

   ____

   ____

Figure 58

Checklist for Self-Evaluation

☐ Did my participants ask questions?

☐ Did I draw on the participants' experiences to explain points?

☐ Did I draw on my own experiences to explain points?

☐ Did the participants approach me at break time and lunch?

☐ Did the participants discuss class material during breaks?

☐ Was I prepared to teach instead of lecture?

☐ Did I give enough time to the areas with which I am less familiar?

☐ Did I reflect questions back to the group?

☐ Did I call on the participants by name?

☐ Did I follow up on nonverbal feedback?

☐ Did I recognize points with which the participants had difficulty?

☐ Did I repeat and rephrase those points?

☐ Did I get personally involved with the content and allow the participants to disagree with me rather than the theories?

☐ Did I deviate unnecessarily from the teaching outline?

☐ Did the discussion go where I wanted it to go, or did we get off the topic?

☐ Did I use good teaching techniques—write large enough, step aside so all could see, and so forth?

☐ Did I use the audiovisual equipment properly?

☐ Did I set limits on private conversations, reading during discussions, and other nonparticipatory behavior?

☐ Did I admit lack of knowledge and turn to the participants for help?

Source: *A Blueprint for Trainers*. Minneapolis, MN: Multi Resource Centers, Inc., 1980.

Narrative feedback provides more precise information to use in planning (figure 57). It is important to consider time allotted for feedback response. In situations with limited time, a short-response form may be more appropriate (figure 58). Inservice feedback activities should follow the close of the inservice. This information should be compiled and returned to the participants within a five-day period.

The DVI instructor should use both short- and long-term evaluative approaches, because each has a different purpose. Short-term evaluation gives information regarding how effectively a speaker presented the material. A speaker can also do a self-rating. Another short-term evaluation goal is content evaluation. This determines if the goals and objectives were met through the inservice methods and materials. Long-term evaluation determines whether the inservice experience actually changes the behavior of others. Long-term evaluation measures concepts that are put into practice as a result of an inservice. Feedback information is used as a basis for needs assessment for future inservicing.

Through inservice evaluations, it was found that participants felt socialization was a valuable element of the inservice. Comments, such as "Great to meet other staff!" or "Nice to have the opportunity to share concerns," further suggest that the incidental gain in interdisciplinary communication is a strength of inservicing.

The effectiveness of an inservice is measured by the extent to which the inservice goals and objectives have been met. Evaluations from past DVI inservices document that individual and group inservice is an invaluable strategy for eliciting change.

Summary

An inservice can address educators' needs and concerns when implementing school-based change. Inservice has the potential to provide participants with needed information, to identify problems, and to determine strategies for goal attainment. An inservice can also reinforce participants' skills or involvement in collaboratively implementing the DVI process. Furthermore, it provides an opportunity for participants to interact in an environment outside of the structured school day and possibly with staff members outside their discipline.

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Family Involvement

8

Involving Parents in Their Children's Education

Teachers and other education professionals have an impact on their students and their students' parents. Many education researchers encourage teachers to build strong relationships with their students' parents as it improves the overall effectiveness of education (Lewis and Taymans, 1992; Karge, Patton, and de La Garza, 1992). When teachers and parents work together, they increase the effects of their efforts. Since the Education for All Handicapped Children's Act of 1975 (PL 92-142, most recently amended in 1991 as the Individuals with Disabilities Education Act of 1991, PL 101-476), schools have expected greater family involvement and aggressively sought it.

Parents can participate in their children's education in many ways, including

- sitting on councils and committees or participating in the decisions and operations of schools.
- serving as classroom aides.
- regularly communicating with teachers, and vice versa.
- volunteering for bake sales or other projects that provide financial support.
- initiating learning activities at home to enhance their children's work at school: reading to them, helping them with their homework, playing educational games, or discussing current events (Ascher, 1987).

Family involvement should not happen in a vacuum. In order to develop, expand, and sustain effective family involvement programs, these programs should be one facet of a comprehensive school improvement effort. Briefly, other components of that effort include the following:

School restructuring. This strategy challenges and changes assumptions about the operation of schools and classrooms. Innovative curriculums, a variety of teaching strategies and skills, new ways to group students and to assess their progress, and school-based management and accountability hold promise to create more equitable education for all students. Practices that involve the students as active learners are especially effective for those who are most at risk of failing.

Interagency collaboration. Many communities have attempted to strengthen the relationship among schools, human services agencies, units of government, business, and other community groups, with a goal of addressing the academic and personal needs of children. Coordination of resources and services to the child and the child's family builds a foundation to meet the needs of students at risk.

Early intervention. These strategies include child care, early childhood education, and training new parents to help their children learn. Research shows that the children entering school who are likely to fall behind, and stay behind, are those with a history of inadequate health care, little educational exposure and stimulation, and unaddressed learning, social, and emotional problems.

Mentoring relationships. These encourage and guide individual growth. The relationship can revolve around academics and personal and social activities. One-to-one mentoring by peers, college students, or caring adults can increase a student's motivation to stay in school. Mentoring addresses a major need of students with disabilities or others who are at risk of failure—the need to build self-confidence, see possibilities for themselves in the future, and realize that their current behavior and efforts affect future possibilities and consequences.

Even though teachers and parents usually have productive relationships, they can experience problems. The difficulties teachers might encounter with the parents of their regular education students may only be compounded when a student has disabilities (Willis, 1989).

Research Issues

Families directly contribute to the ambitions of their children (Auster and Auster, 1981). In addition, the family structure heavily influences the career aspirations, maturity, and expectations of children (Dillard and Campbell, 1981) and is a key ingredient in developing academic excellence (Briston, 1987; Coleman et al., 1966; Epstein, 1982; Mehran and White, 1988). However, because the concept of family involvement is itself complex and ambiguous, existing research is not completely clear and focused. Several obstacles hinder research efforts on family involvement.

- Researchers seldom analyze the same variables in the same way. For example, the populations studied might be grouped by grade level, grade bands, whole schools, or entire districts.
- Many studies have measured the effectiveness of various strategies and programs by looking at grades and standardized test scores, rather than considering personal and social impacts.
- It is difficult to isolate the effect of social class on children's achievement.
- The total body of research on family involvement is relatively small. Few studies focus on the impact of involving families of middle and high school students.
- The impact of family involvement is unclear in comparison with other interventions such as early childhood programs, compensatory education, tutorial assistance, or even school lunch programs (Ascher, 1987).

Because of the deficiencies in research on family involvement, several questions remain unanswered (Willis, 1989). They are

- What types and intensity of family involvement have a significant and positive impact on the attendance and achievement of students at risk?
- What types of family involvement at the middle and high school levels result in a significant and positive impact on student attendance and achievement?
- What resources do parents and educators need in order to work effectively as partners?
- What are the most appropriate roles for government agencies at all levels in encouraging, supporting, and expanding family involvement?
- What actions by local service agencies, employers, and other community groups have a significant and positive impact on the ability of parents and schools to work together effectively?

Although educators need to answer these questions to work at peak efficiency with parents, teachers can begin to build constructive relationships with the parents of their students. The following are some conclusions on this subject that teachers can use to develop effective relationships (Willis, 1989):

- The family provides the primary educational environment.
- Involving parents in their children's formal education improves student achievement.
- Family involvement is most effective when it is comprehensive, long-lasting, and well-planned.
- Benefits are not confined to early childhood or the elementary level. Strong effects result from family involvement throughout high school.
- Involving parents in their childrens' education at home is not enough. To ensure that high quality schools are institutions serving the community, they must participate at all levels, from the classroom to the class play.
- Children from low-income and minority families have the most to gain when schools involve families. Any parent can help, regardless of his or her socioeconomic level, educational experience, or background.
- The school and the home are not isolated; they interconnect with each other and with the community.

Intensity Level of Family Involvement

To be effective, family involvement must be comprehensive and long-lasting. Typically, meaningful family involvement could be much greater (Willis, 1989). A national study done by Louis Harris and Associates, Inc. for the International Center for the Disabled (ICD) in 1987 and 1988 demonstrated this premise. The interviews were with a sample of 1,000 parents of children in special education, 702 public school teachers, and 200 students with disabilities. Seventy-seven percent of those interviewed expressed satisfaction with the teachers' attitudes, accessibility, and efforts to integrate their children with students without disabilities. Parents felt, however, that schools were not adequately preparing most children with disabilities for employment, further education, or independent living. Also, 61 percent knew little or nothing about PL 94-142, PL 101-476, or section 504 of the Rehabilitation Act of 1973. Only 22 percent belonged to parent advocate groups, although most said that they intended to join.

The poll showed that although parents participated in the development of their children's Individualized Education Programs (IEPs), many were not happy with how they were implemented. For example, although 91 percent of educators felt the IEP objectives were carried out, only 71 percent of parents believed that. Most parents said the IEP planning committee did not monitor implementation effectively, and 26 percent said they did not receive enough information on their child's educational status.

Another study involved 1,539 randomly selected parents of regular education students and 163 parents of special education students (Yanok and Derubertis, 1989). Of the 1,702 parents, 69.5 percent were African-American, 27 percent were European-American, and 3.5 percent were from other racial or ethnic backgrounds. Twenty-three percent of the parents of regular education students and 33.1 percent of the special education parents had been asked by their schools during the previous year to participate in an educational activity. Nearly 10 percent of the regular education parents and 11.7 percent of the special education parents had served on a school committee during the previous school year. The study concluded that PL 94-142 had not significantly altered the participation levels of parents of children with disabilities. It said educators must increase their efforts to involve parents in school planning and decision making.

Promoting Family Involvement

Programs designed to involve families in school need to respond to today's realities. For example, the family in which the father works at an outside job and the mother works at home taking care of the children is no longer common. Additional family structures include single-parent families, families of noncustodial parents, families with two wage earners, blended families (whose children may be "his," "hers," and "ours"), homeless families, families undergoing breakup (divorce primarily, but also the death of one parent), foster parent families, and families headed by one or two teenage parents. Culture, ethnicity, and income also affect family structures.

School policy seeking to involve families must reflect the time and resource constraints and the stress that many families now face. School policy can promote and facilitate family involvement by

- initiating before-school and after-school child care.
- scheduling meetings at alternative times—for example, in the evenings—and providing child care.
- allowing open enrollment so children can attend school closer to their parents' workplaces.
- preventing school cancellation (or delays) at the last minute, except in catastrophic emergencies, to avoid leaving working parents with no way to provide care for their children.

In addition, here are seven essential elements of successful programs that involve families at school (Jennings, 1990). Administrators should provide

- written policies at the district and school levels that establish the legitimacy of family involvement efforts.
- three types of support: designated funding in the main budget; materials, equipment, and meeting space; and assigned staff members to carry out program efforts.
- training for school staff members and parents to help them develop skills.
- joint planning, goal-setting, and assessment by teachers, parents, and administrators.
- frequent two-way communication between home and school.
- connections with other programs, information systems, and resources that serve families.
- regular evaluations and program revisions of the family involvement programs to meet changing needs.

"Parent education, training, and involvement" is one of seven major goals in the 1989-92 Strategic Plan of California's Special Education Division. The California State Department of Education's Parent Involvement Policy recommends the following six areas in which schools should involve families:

- parenting skills,
- learning strategies,

- coordinated community services access,
- school-home communication;
- school instructional support with training, and
- decision making (Wignet, 1990).

Important issues find their way into strategic plans, both at the state level and district level, and are supported by annual budget allocations for materials, equipment (tape recorders, phones, answering machines, copy machines and paper, and so forth), and postage so that teachers can communicate effectively with families. Allocations are also included for ongoing training so staff members and parents can work together effectively. These allocations would pay for meeting space and funds to purchase expertise, materials, child care, transportation (for parents), and refreshments. Realistic plans restructure workloads or add staff (not just assign another series of tasks to individuals who already have full work loads).

Understanding the Families' Feelings

The best policy and the most appropriate organizational structure will not be effective if staff do not understand families' perspectives about schooling for their children and the impact that a child's disability has on family perceptions and dynamics.

Educators and other professionals should reexamine their attitudes to ensure they are showing acceptance and positive regard toward families of children they serve (Waggoner and Wilgosh, 1990). The following examples describe some of the emotions and responses parents experience while raising a child with disabilities. Understanding this perspective can help teachers develop creative methods to build relationships with the parents of their students with disabilities. In addition, examining the adequacy of professional training programs ensures that teachers become aware of the characteristics of children with disabilities and learn effective teaching strategies.

Research has identified the following reactions experienced by parents who discover or are forced to admit that one of their children ~~has~~ an emotional disturbance:

- loss of self-esteem,
- shame and guilt
- sorrow,
- denial,
- withdrawal,
- anger,
- depression,
- fear,
- ambivalence, or
- confusion (Kelker, 1988).

In-depth interviews were conducted with eight families who had one or more children with learning disabilities. Eleven children with learning disabilities were educated in regular classes and 10 of the 11 had received additional remedial instruction. Seven themes emerged from these interviews (Waggoner and Wilgosh, 1990).

1. Parents were involved in their childrens' education because they feared their children would never survive in the school system without that involvement. All of the families indicated the need for instruction at home in addition to that provided by the school.
2. Parents had mixed experiences with their childrens' teachers. All had some teachers who were helpful, supportive, and flexible, but all had some who were uncooperative, inflexible, and uninformed about learning disabilities. Most negative experiences occurred when teachers either did not accept the learning disability or made no apparent effort to understand it and adapt their instruction to the needs of the child.
3. Parents needed and usually obtained external support in their efforts to deal with the physically and emotionally demanding task of raising children with learning disabilities.
4. Five of the eight families were very concerned about the social isolation and social development of their children. One mother said that her child was too embarrassed to associate with other children and was not aware of social cues.
5. Half the families expressed concern for the future of their children due to their present difficulties in school.
6. All felt that the demands that children placed on the families, frequently unpleasant experiences, were emotionally and physically draining. Particular stress points were the frequent assessments of their children by schools and medical personnel, the childrens' lack of self-esteem and self-confidence, and the childrens' emotional traumas.
7. Five of the eight families noted that the presence of a child with a learning disability greatly affected family dynamics. Since parents spend a great deal of time working with the children with disabilities, siblings must come to terms with the fact that their parents will give a lot of time and energy to the children with disabilities.

One of the keys to understanding the parents' perspectives is to understand the role grieving plays in the lives of families with one or more children with disabilities. Grieving has been described as a constellation of emotions (denial, anxiety, depression, anger, and guilt) that facilitates a personal reorganization, thereby fostering dramatic changes that permit serious loss to become a life-enriching experience (Mulik and Pueschel, 1983).

Families of children with disabilities grieve the absence or loss of their child's "normalcy." The grieving process is far from a one-time occurrence (Mulik and Pueschel, 1983). Families of children with disabilities repeat and rework grief as the child matures. All families seem to grieve at the point of initial diagnosis. Families will again experience grief each time the child comes to a major milestone in life. Such milestones include the following:

- when the child enrolls in public school and comparisons between children occur;
- when the child reaches puberty and encounters the turmoil of adolescence, coupled with issues arising from the individual's disability;
- when the child completes high school and realizes peers are making transitions to more independent stages of life with little or no assistance, incuding higher education, full-time employment, and other new opportunities;
- when the child reaches an age when most chronological peers begin to live totally independently and start families of their own; and
- when parents reach retirement age and the nature of the disability is such that their children might interfere with their retirement and require arrangements be made for the time after their death.

The depth of the grieving process can be illustrated by the practice of the Dane County Alliance for the Mentally Ill (AMI). Its members hold a monthly "parents only" meeting to grieve their children's disability and its impact on their lives and the lives of other family members. Unresolved grieving on the part of the families may generate a great deal of anger, some of which can be directed at school personnel or other human service agency employees at a level that seems out of proportion to any provocation that may be present (Kreul, 1988).

As families come to grips with their own emotional responses to their children's disability they must, at the same time, learn advocacy skills involving a range of services with which they are frequently unfamiliar. They begin to experience a loss of power that is reflected in their relationships with their children's teachers. In a column for *ACLD Newsbriefs*, a parent (Redfield, 1979) expressed the feelings of many families of children with disabilities. (The Association for Children with Learning Disabilities [ACLD] is now called the Learning Disabilities Association.)

> Parents feel that educators and administrators hold tremendous power over their children, and that such individuals are best dealt with obsequiously. As a parent gets to know an individual teacher, these attitudes may change, but only if the teacher is approachable.
>
> Because of the teacher's powerful position, parents often hesitate to ask important questions for fear of being branded as troublemakers or of provoking the school into taking reprisals against their children. While these fears are usually not borne out, they exist. Many good and concerned teachers who read this may find it hard to believe, but I have yet to meet a parent who did not express this concern.
>
> It is easier for a parent to talk with another parent about his or her personal feelings and concerns than it is to discuss these issues with the child's teacher. The other parent with a backlog of similar experiences can relate to feelings and problems.
>
> So, teachers, please bear with us. Let us blow off steam. Don't take it as a personal affront. Recognize that exposing and talking about the old hurts and grievances is a first step toward purging them from our systems. Once we get it off our chests, particularly if you listen with a sympathetic ear, we will be better able to make our new partnership work.

Even experienced families, those who have more than one child with a disability, continue to experience fear and anxiety for their children. One mother dealt with her fears in a letter she wrote to regular education teachers scheduled to instruct one of her sons who had a learning disability (Eddinger, 1990). In it, she asked the teachers to maintain high expectations for her son—not to give up on him. She asked them to help take the drudgery out of school for her son and, most importantly, to reinforce his sense of self-worth. Frank communication of this nature, almost pleading with a teacher to help a particular student, reveals the helplessness parents may feel. At the same time, it also shows their unwillingness to rely on the status quo.

Effective Parent-Teacher Relationships

Parents' expectations of the school focus on the goals of the educational process. They expect the school to prepare students with disabilities to function as effectively as possible in the adult world. They want schools to address not only academic skills, but also skills needed to obtain work and succeed on the job, develop and maintain a satisfactory social and interpersonal life, and live independently.

Parents can offer insight for teachers seeking to build effective parent-teacher relationships. The following approaches are suggested for professionals who want to enhance their interactions with parents of children with disabilities (Smith, 1989):

- Give parents respect for all of their hard work and knowledge.
- Build rapport with parents by acknowledging their hard work. "It was seven years before anyone told me that what I wanted was right and that I had done an outstanding job as a mother to two youngsters with severe disabilities. Those few words of praise bonded me forever to that professional, and also got me through lots of rough times in the years following."
- "I have always trusted the professionals who not only talked to and smiled at my children, but touched them and actually seemed to like them! Professional objectivity is generally misunderstood by parents because it appears to be cold, uncaring aloofness."
- "Most parents want reassurance that things will somehow, some day, get better. Telling parents with certainty that their child will never be able to do this or that may stop unrealistic thinking, but it also kills hope. Children need the support of someone who believes in them, perhaps against all odds. There were so many things that my daughter accomplished, things that I was told with certainty she would never do, that I have learned to keep my mind open to possibilities. Let's err on the side of optimism and hope."
- Professionals should support and encourage parents to participate effectively as knowledgeable, skilled team members. The team functions best when there is an atmosphere of trust in which parents feel respected, heard, and supported as equal members of the team.

Here is a summary of major recommendations made by families to teachers, psychologists, physicians, and other professionals (Mauser and Cranston-Gingras, 1990).

- Reduce professional jargon. Using functional descriptions instead of technical terms fosters a more comfortable and supportive atmosphere and promotes more productive communication.
- Include all family members at conferences whenever possible. When all significant family members attend it reduces the possibility of information distortion, increases acceptance and understanding of the child, and lowers the likelihood of family discord.
- Provide reading material. Most families of children with disabilities want additional information about behaviors their children may exhibit.
- Share and explain written reports. Check carefully to ensure that families fully understand the contents.
- Communicate with each other. Families can insist that professionals involved with their children talk to each other as much as needed to produce coordinated and consistent effort.
- Give advice that is immediately relevant. For most families, their paramount concerns are related to specific, everyday behaviors of their children. Families want to receive immediately relevant advice.

"Communicating with parents is one of the most obvious ways to work with families. But the form, frequency, content, and timing of such communications can vary widely thus enhancing, inhibiting, or even stifling effective interaction" (Olson, 1990).

Building Trust

Many educators stress the importance of building trust with families. "To build trust, you need to cultivate a cooperative rather than a competitive or dominating mindset; express understanding and concern; be open about your objectives; and demonstrate expertise without being oppressive or signaling superiority. Realize that building trust cannot be rushed. It is interactive, involving the sharing of information, ideas, and feelings. The operative word is reciprocity" (Margolis and Brannigan, 1986).

There are specific strategies teachers can use to build trust with parents (Margolis and Brannigan, 1986). Among them are the following:

- Accept families as they are. Trying to change families communicates that something is wrong with them. Especially in conflict situations, the less you try to change their broad-based philosophical beliefs, the greater your ultimate chance of influencing them. Later, when trust is high, they may demonstrate readiness to change by asking for assistance in learning new concepts or skills.

- Listen carefully and emphatically for the cognitive and emotional content of the parents' message. Give them your complete, undivided, and uninterrupted attention. Communicate understanding by rephrasing and restating their thoughts and feelings.
- Help parents feel comfortable. Use small talk about mutual interests or experiences unrelated to the issues of contention, and offer a symbolic cup of coffee to help them feel more comfortable. Share information and resources with them when legally permissible. Providing help and requesting assistance from parents establishes natural trust-building opportunities. Sharing information, resources, and ideas is a powerful way to build trust, but evading requests for information or obscuring pertinent facts creates the impression of hiding something important. This heightens distrust and defensiveness.
- Prepare for meetings by studying important materials. Parents need to trust not only educators' objectives but also their knowledge and professional competency. It is critical to share relevant information at natural opportunities without lecturing, dominating, or conveying the slightest attitude of superiority. A few well-chosen comments or questions, free of technical jargon, will suffice. A lack of correct technical information or relevant details creates doubts about competency and interest.
- Focus on their hopes, aspirations, concerns, and needs. Parents' negative feelings toward school personnel usually arise from fear that their childrens' welfare is jeopardized. Unilaterally setting agendas for parents, rather than focusing on their concerns, intensifies distrust and resistance. Attending to their concerns communicates caring.
- Keep your word. If you promise to do something, do it—and promptly.
- Respect and use their expertise. Ask for their opinions. Invite them to comment on whether or not the student's behavior at school resembles the student's behavior at home. Ask if your viewpoints or suggestions make sense to them. Provide knowledgeable answers to their questions. Do not intimidate through use of jargon or unnecessary complexity. Asking parents to share their expertise communicates respect as long as they perceive the request as legitimate and timely.
- Be there when they need you. If families have a legitimate need to see you, communicate with them as soon as possible.

The process of developing empathy, building rapport, and nourishing trust can be strengthened by timely statements that are genuinely felt and communicated with sincerity. Parents of children with severe mental illnesses were asked, "What is the most helpful thing a professional ever said to you?" (McManus, 1990). The responses that follow indicate both the elegance with which rapport can be developed and the power of direct statements:

- It's not your fault! You are not powerful enough to have caused the kinds of problems your child has.
- What do you need for yourself?
- I value your input.
- Under the circumstances, you are doing the best you can.
- If you were a perfect parent, your son would still be in this condition.
- I agree with you.
- Your daughter has made progress and I know she can do more, so we will continue to work with her.
- There is a lot of love in your family.
- You know, it's okay to take care of yourself, too.
- I don't know. I have to give that serious thought.
- You're being too hard on yourself.
- Believe in your instincts. You're the expert on your child.

Improving Parent-Teacher Conferences

Teachers often view parent-teacher conferences and planning meetings as a chore, and parents perceive them as a source of dread. A three-pronged effort is recommended to make meetings a means to improve service delivery and student performance: a) adequate preparation; b) positive interaction; and c) an organized follow-up (Moreno-Milne, 1980).

Before the conference, it is suggested that the teacher (Moreno-Milne, 1980; Academic Therapy Publications, 1987)

- write a letter inviting the parent to the conference. If the teacher and parent have developed rapport prior to this meeting, it might be more convenient to call. Written invitations should request a written confirmation of the time, place, and date.
- contact others who need to attend, such as the principal, other teachers, psychologist, guidance counselor, or translator.

- specify the conference's purpose. Is it to examine the student's progress since entering the class, develop educational plans, discuss assessment results, or to do something else?
- develop an informal and flexible agenda. Do not hesitate to alter the tentative schedule in response to issues of importance to the parent.
- prepare a folder that includes weekly and annual educational plans, samples of work showing the student's strong points and weak areas, daily recording sheets/charts, and tests that have been administered (both diagnostic and those that are part of specific courses). Note especially if there are any gaps or outdated diagnostic data. If so, determine if additional testing should be done, who should do it, and when.
- note the physical arrangements of the meeting room. Is it free of distractions such as ringing phones, loudspeaker announcements, and passers-by? Sit around a table so that everyone can easily share samples of the student's work and test results. Ensure that all participants are seated in similar chairs at the same level. Hidden status symbols, such as the teacher sitting in the only fancy chair, often convey unintended negative connotations.
- start the meeting by describing something that the child can do well. Avoid technical terms and do not speculate on the origins of the child's problems. Definitive prognosis may generate false hope or hopelessness. Convey the theme that the student can make progress and improve performance.
- let the parent speak; the conference should be a dialogue. Find out how the parent views the student's reaction to school, learning, homework, and social interactions.
- keep on task. Note everyone's emotional and data-based communication. End the conference with an encouraging comment about the child. Summarize key points, especially the next steps to be taken by all participants in the meeting (and by the student), and mutually plan the next conference.
- after the conference, develop a written summary. Review this when preparing for the next conference. If the parents are cooperative and informed, consider ways they can be involved in home-based activities that complement the efforts of the school. Be realistic about what they will be able to do. Finally, as needed, notify other teachers of the conference results.

Making Difficult Conferences Productive

Organizing and conducting conferences with parents is difficult and time consuming. If the teacher anticipates that the meeting will be difficult, whether because of anger on the part of a parent or other factors, the task is doubly difficult. Difficult conferences range from those in which parents insist that the school take full responsibility for their children's actions all the way to ones in which shouting matches erupt between parents and school staff (Lockavitch, 1983). Here are some steps that can be taken to decrease tensions and make difficult conferences more productive (Lockavitch, 1983). The following steps make up the acronym PARENT: Prepare
Attend
Respect
Empathize
Negotiate
Tolerate

To prepare, write down the reasons for the conference and collect supportive data. Include examples of material that illustrate what will be discussed. Review the data and examples to ensure that they will be understandable to parents. "Avoid the use of test scores and other technical data whenever possible. While these scores are valuable to the teaching professional, they are not easily comprehensible to the layman. [sic] Don't be misled by parental statements of understanding. I have found that although many parents say they understand scores and evaluations, they really do not" ((Lockavitch, 1983).

Pay attention to both verbal and nonverbal messages. Presentation is just as important as content. Note whether the verbal message agrees with the nonverbal communication. If not, ask for clarification.

Teachers should pay attention to their own communication patterns. Are verbal and nonverbal messages consistent? Nonverbally, do the communication patterns convey respect and attention, or disinterest and disgust?

There is also a need to respect parents. "Being a parent is not an easy task. It is a demanding, full-time responsibility that tries the patience and skills of even the very best. While some parents clearly deserve praise for their parenting ability, all parents are worthy of respect simply for trying (Lockavitch, 1983)."

In most instances, the student's difficulties have been recognized before, either in prior parent-teacher conferences, observations, or neighbor's comments (Lockavitch, 1983). In fact, many of these parents have never had a single positive comment made to them about their children's behavior or performance. All contact with the school (phone calls, report cards, and so forth) has been negative. Given this, is it any wonder that when initial contact with the parent is made, one of the first comments heard is, "What did he or she do now?" Always start and end a conference with a positive statement about the child; try to send as much positive communication home as possible.

Negotiating requires mutual respect for each other's attitude, viewpoint, and needs. This implies a willingness to alter an original position. It is not necessary for the teacher to win every point. The child's best interests, not the need to prevail, should be the top priority.

Tolerance also helps make difficult conferences productive. Personal viewpoints depend on several factors, including education level, upbringing, life experiences, attitudes, and values. Teachers need to acknowledge, though not necessarily agree with, family viewpoints. "Many parents see their children as extensions of themselves. In such instances, criticism of their child can be seen as criticism of them. Because of this, parents might distort the messages that they hear, or they might choose either to ignore these statements or not accept them. Distortion can be minimized by asking questions. Check to see if the parents are interpreting a message accurately. Ask the parents to tell you in their own words what has been said" ((Lockavitch, 1983). If they have misinterpreted, rephrase, and restate the point.

Some researchers focus on communication between school staff and angry parents (Meadows and Wallbrown, 1979). The immediate issue is not whether their anger is justified, but whether they are heard. A key is to listen actively. Pay careful attention to what the parents say, how they say it, and their nonverbal behavior. Listen rather than speak. When aroused by intense emotions, such as anger, fright, or surprise, many people tend to talk fast and interrupt others.

Open-ended questions can be highly effective. Examples of open-ended questions include "How would you describe a good teacher?" or "What would you like to see me change?" These help keep communication going, encourage parents to be specific, and help them express and work through their feelings. As the parents articulate their concerns, they will tend to become less angry and allow the discussion to shift to concepts, plans, and techniques that will help their children perform better in school. The result will be a productive conference.

Obtaining Systematic Feedback

It is easy to believe that teachers know what the students need because they work with them for several hours a day for at least 180 days per year. Keep in mind, however, that family influence has a great impact on student performance. The goal is to maximize its positive impact and minimize its detrimental influence. In addition to direct contact with parents through formal conferences, open houses, or home visits, the formal survey can help teachers recognize unmet needs and set priorities. Surveys should be as short and specific as possible. To help generate valid responses, use tinted paper, a clear format, easy response options such as checklists, return envelopes, and guarantees of anonymity. Figure 59 provides a sample survey.

Figure 60 illustrates another parent questionnaire that might help school staff members develop effective transition plans and help parents focus on their children's transition needs. This form should be revised to name the postsecondary educational, job training, human service, advocacy, and other options that are available in the local area.

Teaching Families to be Teachers at Home

Much of the research on effective schools has demonstrated that family involvement contributes to their success. Such involvement includes parent participation in school-based activities as well as their efforts in the home that support, encourage, and reinforce learning. Here are several approaches an instructor could use to involve families (Epstein, 1987).

- Ask parents to read to their children regularly or listen while their children read aloud.
- Loan books, workbooks, and other materials to parents. Be sure to specify what would be good to focus on and how to do it most effectively.
- Ask parents to take their children to the library.
- Ask parents to question their children about what happened in school each day. Suggest they probe tactfully beyond short answers, such as "nothing," or "the usual," or similar phrases.

Figure 59

Parent Needs Assessment

The ______________________________ School District would like to know how our programs for special education students can better respond to your needs and those of your son or daughter. Please answer all of the following questions.

Type of child's program: ______________________________

Level of Program:
☐ Early Childhood (0-5 years)
☐ Elementary (grades K-5)
☐ Middle (grades 6-8)
☐ High School (grades 9-12)

Check the items about which you want to learn more.

1. I would like to learn more about
   - ☐ Helping my child make friends.
   - ☐ Getting my child involved with neighborhood activities and peers.
   - ☐ Language boards, picture books, sign language, voice machines, or other communication systems used by nonverbal children and adults.
   - ☐ Dealing with my child's developing sexuality.
   - ☐ My child's disability.
   - ☐ Dealing with my child's behavior.
   - ☐ Setting goals for my child.

2. I would like to learn more about increasing my child's independence in
   - ☐ Bathing/hygiene.
   - ☐ Cleaning his/her room.
   - ☐ Dressing.
   - ☐ Managing money.
   - ☐ Job-related skills.
   - ☐ Social skills.
   - ☐ ______________________________
   - ☐ ______________________________

3. I would like to learn more about the transitions my child has to make regarding
   - ☐ Getting ready for elementary school.
   - ☐ Middle school opportunities and expectations.
   - ☐ High school.
   - ☐ Vocational opportunities in high school.

4. I would like to learn more about community support services
   - ☐ Where will he/she live?
   - ☐ What kind of work will he/she do?
   - ☐ What resources are available to help?
   - ☐ The post-high-school training options that are available.
   - ☐ How to help my son/daughter get a job after high school.
   - ☐ How to secure respite services.

5. I would like to learn more about
   - ☐ The Individuals with Disabilities Education Act (IDEA).
   - ☐ My rights as a parent.
   - ☐ The Individualized Education Program (IEP).
   - ☐ Advocacy training.
   - ☐ Education from birth to 21 years of age.

Directions: Check the appropriate space or answer the questions.

6. I talk with other families with children with disabilities:
   ☐ Frequently ☐ Sometimes ☐ Never

7. I would like to get together with other families for discussions:
   ☐ Monthly ☐ Every other month ☐ Not interested

8. I want information about agencies that can provide support/advocacy:
   - ☐ Family support
   - ☐ Adult services
   - ☐ Recreation
   - ☐ Advocacy groups
   - ☐ Respite care
   - ☐ Special olympics
   - ☐ Association for Retarded Citizens (ARC)
   - ☐ Youth ARC
   - ☐ Learning Disabilities Association
   - ☐ Alliance for the Mentally Ill
   - ☐ Other advocacy groups (list their names if you know them; otherwise, list the type of group you want to know more about.

     ____

     ____

9. How do you feel your child would benefit from spending more time in regular education?

   ____

   ____

10. What school programs have helped your son or daughter during the summer?

____

____

11. My son or daughter uses skills learned at school when he or she is home:
☐ Always ☐ Sometimes ☐ Never

12. My child uses skills learned in school when he or she is in the community:
☐ Always ☐ Sometimes ☐ Never

13. How would you rate communication between home and school?
☐ Very effective ☐ Somewhat ineffective
☐ Somewhat effective ☐ Very ineffective

14. What would you suggest to improve communication between home and school?

____

____

Additional comments: ______________________________

____

____

Thank you for your response! Please return the completed form to ____________________

in the self-addressed, stamped envelope by ________________.

Source: Jorgensen, J., McCreadic, V., and Johnson, F. *Parent Needs Assessment*. Unpublished survey, Madison, WI: Madison Metropolitan School District, 1987.

Parent Questionnaire

Use the following questions to help you think about what your child will need from other agency staff members to help you plan and locate services for your child.

Student's name ____________________

Special education area ____________________

School ____________________

Age ______ Grade ______ Graduation date if known ____________________

1. Where will your child live after leaving high school?

   ____

2. Will your child have a paid job? ☐ Yes ☐ No
   If yes, where will your child work?

   ____

   What type of work will your child do?

   ____

3. Will your child enroll for additional job training after high school? ☐ Yes ☐ No
   If yes, where will your child enroll?

   ____

   For what job or occupation will your child receive training?

   ____

4. Will your child enroll in other training after high school? ☐ Yes ☐ No
   If yes, where?

   ____

   In what skills will your child receive training? ____________________

   ____

5. Have you contacted any of the following agencies about postschool job placement, living arrangements, or other services?
   - ☐ Vocational Rehabilitation
   - ☐ Your child's teacher, or other school staff
   - ☐ Community college
   - ☐ Vocational-technical college
   - ☐ Private employment agency
   - ☐ Job Service
   - ☐ Goodwill Industries
   - ☐ Private Industry Council
   - ☐ Social Security Administration
   - ☐ County-funded training or support program
   - ☐ Other ______________________________
   - ☐ Other ______________________________

6. Have you been contacted by any of the agencies in the list above about postschool services?

   ☐ Yes ☐ No

   If yes, name of agency ______________________________

   Name of staff person from that agency ______________________________

   When were you contacted? ______________________________

7. Have you run into any of the following problems when you were trying to get postschool services for your child?

   ☐ Yes ☐ No Waiting lists
   ☐ Yes ☐ No Vocational training unavailable
   ☐ Yes ☐ No Vocational training unsuitable
   ☐ Yes ☐ No Other training unavailable
   ☐ Yes ☐ No Other training unsuitable
   ☐ Yes ☐ No Residential living options unavailable in your area
   ☐ Yes ☐ No Residential living options unsuitable
   ☐ Yes ☐ No Transportation problems: What are these problems?
   ____
   ☐ Yes ☐ No Getting the "run around" from service providers
   ☐ Yes ☐ No Needing more information about services and resources
   ☐ Yes ☐ No Don't know where to start
   ☐ Yes ☐ No ______________________________
   ☐ Yes ☐ No ______________________________

8. In what areas do you feel that you or your child will need help after high school? *Check all that apply.*

Vocational

☐ Work assessment
☐ Job training
☐ Job placement
☐ Transportation to and from work
☐ Application for services from Vocational Rehabilitation

Residential

☐ Placement in a living arrangement other than your home
☐ Training in independent living skills
☐ Emotional support
☐ Financial support

Educational

☐ Enrollment in four-year college
☐ Enrollment in technical college

Leisure / Recreation

☐ Locating appropriate programs
☐ Obtaining respite care services
☐ Transportation
☐ Emotional support

Social / legal

☐ Guardianship issues
☐ Counseling for my child
☐ Sexual awareness/sex education for my child
☐ Helping my child learn the skills needed to survive as an adult
☐ Helping my child deal effectively with verbal or physical abuse

Other

☐ ____________________
☐ ____________________
☐ ____________________
☐ ____________________

What could the school district do to help you plan for your child's post-high-school needs?

____

____

____

____

Please mail the survey by ____________________ in the envelope we've enclosed.

Source: Jorgensen, J., V. McCreadic, and F. Johnson. Parent Needs Assessment. Unpublished survey, Madison, WI: Madison Metropolitan School District, 1987.

- Give an assignment that requires children to ask their parents questions.
- Ask parents to watch a specific television program with their children and to discuss the show afterward. Develop a short discussion guide for use in this activity.
- Send home suggestions for games or group activities that are related to the child's school work and can be played by parent and child, or by child and siblings. Be sure that at least one member of the family knows how to play the game or carry out the activity sufficiently well to teach the others.
- Establish a formal agreement in which parents supervise and help their children complete homework. Provide explanations for teaching, as needed. For example, describe how to help practice spelling, math, or other workbook assignments. Consider asking parents to sign completed homework.
- Ask parents to observe the classroom (not to "help") for part of a day.
- Give a questionnaire to parents so they can evaluate their children's progress or to provide other feedback.

"Parents, children, and homework are a combustible combination at best, but when the child has a learning disability, the situation becomes explosive. Parents feel caught in a vise between the school's demands and the child's needs. They worry about grades and school progress, but also about damaging family relationships with nightly battles" (Vancouver Association for Learning Disabilities, 1989).

To minimize problems, help parents distinguish between areas in which they can help and areas that require attention from trained professionals. Parents can help in the following ways:

- provide a quiet, well-lit study area and a consistent daily schedule. Minimize distractions by eliminating telephone calls, music, and television during study time.
- provide study aids such as a desk or table and chair suitable to the child's size, a book bag or backpack to transport texts and workbooks, a tape recorder (if needed), dictionary, thesaurus, library transportation as needed. If possible, provide a typewriter or word processor, printer, and lessons in how to use them effectively.
- as part of the evening's work, organize what must be taken to school the following day.
- help develop checklists to record completed work and to guide progress on long-term projects.
- when proofreading, praise accomplishments before pointing out errors. Consider marking in the margin near errors, and see if the child can find them (Vancouver Association for Learning Disabilities, 1989).

More specific help in particular subjects can be provided if the parents work as partners with the teachers, so that they can develop and maintain consistency in both goals and methods.

Summary

To make the parent-teacher partnership a reality, rate the conditions that promote cooperation and collaboration between teachers, parents, and administrators; help school professionals examine their own attitudes toward parents; and assist parents in examining their views toward school staff. To structure this analysis, consider that collaboration and cooperation among teachers, parents, and administrators contains at least three components (Wignet, 1990). They are as follows:

- An organizational climate that promotes parent involvement. This climate is manifest in
  — mutual respect for skills and knowledge,
  — honest and clear communication,
  — understanding and empathy,
  — shared planning and decision making,
  — open and two-way sharing of information,
  — accessibility and responsiveness,
  — joint evaluation of progress, and
  — absence of labeling and blaming.
- Teachers, parents and administrators are knowledgeable about the technical definitions of the various disability categories and their emotional, interpersonal, learning, and performance implications.
- The school provides education and training for parents. Topics covered should include
  — procedures to obtain information in a timely way;
  — knowledge about services;
  — learning and teaching techniques;
  — approaches to provide support at home;
  — descriptions of how educational decisions are made, for example the Multidisciplinary-Team (M-team) process, the IEP process, and the transition process;
  — functional knowledge of rights and responsibilities; and
  — other topics, indicated by survey responses.

Professionals can examine their attitudes toward parents by answering the following questions (Wignet, 1990):

- Do I really believe that parents are my equal and, in fact, are experts on their children?
- Do I show the same respect for the value of parents' time as I do for my own by reviewing the children's case before meetings?
- Do I speak plainly and avoid jargon?
- Do I involve parents when establishing educational plans and do I review, evaluate, and revise these plans with parents?
- Do I make appointments at times and places that are convenient for the family?
- Do I share information with other professionals so that services are not duplicated unnecessarily, omitted, or provided less effectively than they would otherwise?

A parent can also examine her or his attitudes toward professionals by reviewing the following questions (Wignet, 1990):

- Do I believe I am an equal partner with professionals and accept my share of the responsibility for solving problems and making plans on behalf of my child?
- Do I clearly express my own needs and the needs of my family to professionals in an assertive manner?
- Do I treat each professional as an individual and avoid letting past negative experiences or negative attitudes get in the way?
- Do I communicate quickly with professionals serving my child when significant changes or notable events occur?
- When I make a commitment to a professional for a plan of action, do I follow through and complete that commitment?
- Do I maintain realistic expectations of professionals, myself, and my child?

Without realistic expectations, the best strategies and techniques will remain unused. Outcomes are a function of the methods used, and the level of effort expended. Productive partnerships between parents and professionals will occur only when all concerned expect their efforts to bear fruit, develop effective interaction strategies, and commit sufficient effort and resources to make those expectations a reality.

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Skills Employers Want

9

Acknowledging the Problem

Skills deficits among workers in the United States have serious consequences. A manufacturer in Florida once estimated it had annual losses of $1.2 million in wasted material due to problems some of its workers had in measuring and reading blueprints. A U.S. automaker once had to import auto-body workers from England to compensate for critical shortages of design staff. A construction company had to increase its bids on projects by 10 percent to 15 percent to recover the costs of having to redo work performed by poorly skilled employees (O'Brien, 1990).

A 1990 survey of 1,200 firms by the National Alliance of Business reported that only 16 percent of executives who responded were satisfied with the educational training of new workers. Also, 72 percent said new workers' math skills had eroded from past expectations, and more than 65 percent said that reading skills had also declined during the past five years. William Kolberg, president of the National Alliance of Business, remarked that "despite the fact that 82 million U.S. jobs don't require a college degree, our entire education system is geared to those few students who are lucky enough to attend college" (*Education Week*, Aug. 1, 1990).

A recent study titled Literacy in the Work Force (Conference Board, 1990) reiterated this theme. The Conference Board surveyed 163 large companies to determine the basic skill level of their employees. Nearly one-fifth reported problems finding people who read well enough to qualify for entry-level jobs. Almost half said that between 15 percent and 35 percent of their employees were not capable of handling more complex tasks than they currently perform. About 10 percent said that as many as 50 percent of their current workers did not have the skills necessary for promotions.

The National Association of Manufacturers (NAM) has stated in the past that the skills gap persists among new applicants. Citing data from a survey of 4,000 NAM members, a 1992 association report said, "The average manufacturer rejects five out of every six candidates. Two-thirds of companies regularly reject applicants as unfit for the work environments: a third regularly reject applicants because they cannot read or write adequately; and one-fourth reject applicants because of poor communications and math skills."

Skills Gaps

The United States faces a long-term skills shortage that has implications for the nation's schools. These projected skills shortages stem, in part, from current illiteracy rates. One study several years ago showed that between 20 million and 27 million adults lacked the basic reading, writing, math, and problem-solving skills required to work in today's complex job market (Whitburn, 1990). Illiteracy is much more than not being able to read or write. It comes into play when workers cannot write a technical report, read equipment operating instructions, or use information to make decisions. Today, literacy means an ability to think, reason, solve problems, and communicate effectively. The National Assessment of Educational Progress several years ago found that three out of five 20-year-olds in the United States could not read a map or even add up their lunch bill (O'Brien, 1990).

This problem is not expected to diminish. A study in 1990 showed that nearly 13 percent of all high school 17-year-olds were functionally illiterate and 44 percent were marginally literate. Among the million high-school dropouts annually, an estimated 60 percent are functionally illiterate. These startling realities are on a collision course with the expectations and needs of our society (Whitburn, 1990).

Wisconsin employers concur. The National Federation of Independent Business-Wisconsin in 1990 surveyed the more than 13,000 small businesses it represents (*The Capital Times*, June 4, 1990). Although 70 percent of these firms had hired Wisconsin high school graduates during the previous two years, 14 percent said that recent high school graduates could not read well enough to perform their jobs, 23 percent said the math skills of recent high school graduates were inadequate, and 22 percent said the graduates were unable to understand written or oral instructions.

The Governor's Commission for a Quality Workforce in 1990 asked Wisconsin employers about the changing needs of their labor force. The commission surveyed 1,850 employers from five industrial sectors: business services, health services, construction, and durable and nondurable manufacturing. Those employers provided the following responses to the commission's survey. They stated:

Skill requirements are increasing. Overall, three out of five employers anticipated that their workers would face rising skill requirements in the next five years.

Growing labor shortages stifle productivity. Across Wisconsin, nine out of ten employers surveyed reported skilled labor shortages. Three out of four employers indicated that the declining supply of skilled labor stifled productivity. More than half of the employers surveyed said it was difficult to find workers ready to learn job-specific skills.

Workers have poor basic skills. One in four employers rated the overall basic skills of their front-line workers as poor and even more pointed to problems workers had with writing, reading, and using fractions. Deficits in math skills, particularly in algebra, hampered employer efforts to adopt new technology or to implement quality improvement programs.

Few employers assess needs or provide training. Despite changing skill needs, few employers had formally assessed the skill levels of their workforce. Most employers continued to provide front-line workers with minimal training, preferring to hire skilled workers away from other firms instead of providing substantial training themselves.

The Changing Nature of Work

The nineteenth and twentieth centuries have seen a systematic demise in traditional craft and manufacturing industries. Identifying skilled labor with traditional crafts is misleading, because the skill content of jobs has been increasing. The nature of skilled work has evolved, emphasizing more science and less art, more formal knowledge of math and writing, more "soft skills" such as the ability to work with others, and less manual dexterity. Yet many if not most of these skilled occupations require substantial experience and exposure to actual working conditions, as well as classroom instruction (*Work America*, 7.1, 1990).

For example, 15 years ago a receptionist's skills were mainly typing and filing, along with a good phone presence, neat appearance, and pleasant demeanor. Today, receptionists are expected to work for only five dollars an hour while operating word processing programs, database software, and even graphics and desktop publishing packages.

In the most rapidly growing industries, employers are unable to find workers with needed skills. These skills have become more complex as automated machinery and computers have begun to handle routine jobs; the remaining jobs require increasing knowledge, judgment, and understanding of the larger context of the work being done. These new jobs require formal education and training beyond high school. In transportation, banking, health services, computer services, and most of the other rapidly growing service industries, labor shortages have arisen in those jobs requiring solid academic skills combined with job-specific training (*Work America*, 7.1, 1990).

The United States in 1969 ranked first among members of the United Nations in adult literacy, but in the next two decades nearly 50 other countries had pulled ahead of the U.S. (Daggett, 1989). In 1950, 60 percent of the nation's jobs were in unskilled labor, a figure roughly matching the proportion of unskilled labor in today's labor force. By the year 2000, however, it is predicted that unskilled workers will make up only 15 percent of the nation's workforce. This phenomenon is illustrated by the McDonald's fast food chain, which by head count once was the nation's largest employer (*Work America*, 7.1, 1990). The firm's goal for 1992 had been to reduce its staff so that it was no longer one of the top 100 employers.

Formal employment projections support the de-skilling/re-skilling concept. The Hudson Institute in Indianapolis, Indiana, in its 1987 study titled W*orkforce 2000*, concluded that the fastest growing job areas will require more language, math, and reasoning skills. Figure 61 illustrates ratings of skill levels on a scale of 1.0 to 6.4. Jobs with a low skill rating included common labor at 1.2. At the mid-level were construction jobs with a 3.2 skill rating and marketing and sales jobs with a 3.4 skill rating. Natural scientists and lawyers were among those at the top of the skill ratings. In 1987, jobs requiring skill levels of 3.5 and above, the three highest skill levels, were projected to constitute 41 percent of all future jobs. Only 24 percent required such proficiency in 1987. Only 4 percent of new jobs were expected to be at the lowest skill level compared to 9 percent of such jobs in 1987 (Johnson, 1987).

Defining the Skills Employers Want

Several reports have described skills that employers seek in their entry-level workers. These skills can be grouped as follows (Carnevale, et al., 1989):

- organizational effectiveness/leadership;
- interpersonal/negotiation/teamwork;
- self-esteem/goal-setting and motivation/personal and career development;
- creative thinking/problem solving;
- communication/listening and oral communication;
- reading, writing, computation; and
- learning how to learn.

A National Academy of Science publication titled *From School to Work* (Policy Information Center, 1990), lists the critical core competencies (in addition to reading, writing, computing, and other subject areas) as

- reasoning ability;
- cooperating and resolving conflict in groups; and
- possessing attitudes and personal habits that make for a dependable, responsible, adaptable, and informed worker and citizen.

In early 1990, the Secretary of the U.S. Department of Labor appointed the Secretary's Commission on Achieving Necessary Skills (SCANS). That group commissioned Pelavin Associates, Inc. to determine the functional skills that were necessary for effective work performance by all workers. *Vocational Education Weekly* in its October 1990 issue reported that those skills fell into six groups, with the following subcategories:

Resource management

- scheduling
- budgeting
- distributing material
- assigning personnel

Information management

- finding information
- using information from multiple sources
- personal communication
- managing information
- keeping records

Social interaction

- working as a team member
- learning as part of a group
- teaching new skills
- working with customers
- persuasive communicating
- group decision making
- personal interacting
- understanding organizations

Systems behavior and performance

- understanding systems
- dealing with system outcomes
- adjusting a system to meet conditions
- understanding symbols
- using data from different sources

Human and technology interaction

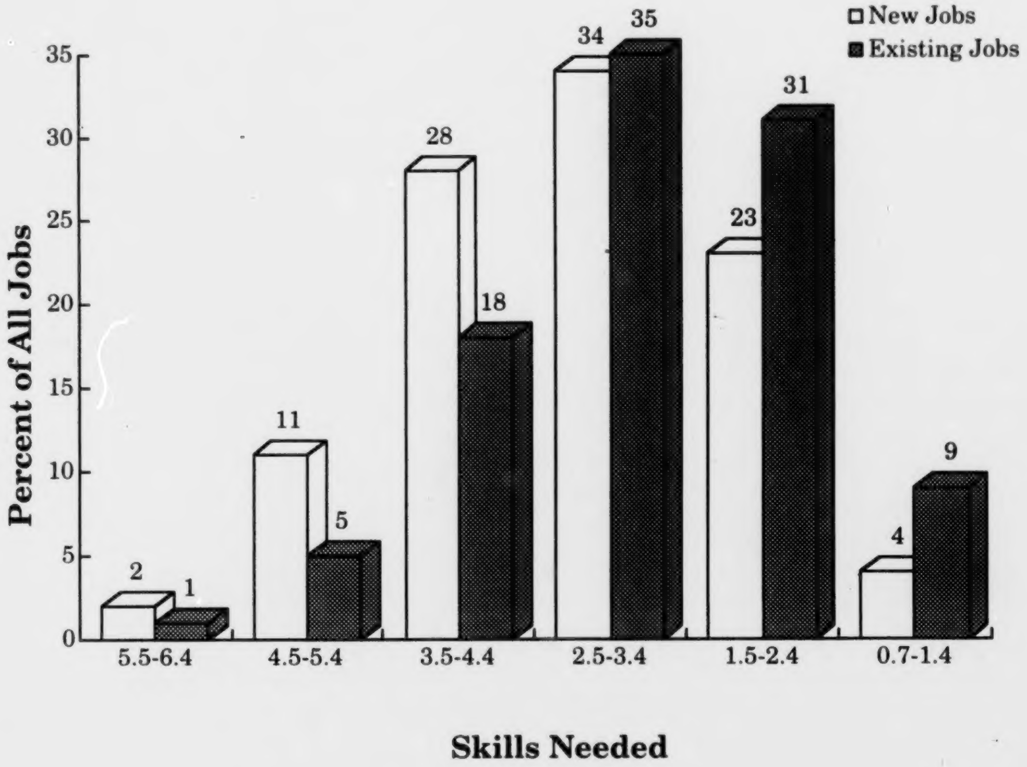
- being comfortable with technology
- programming equipment
- using computers easily
- troubleshooting and maintaining equipment
- designing systems

Affective skills

- attitudes
- motivation
- values

Figure 61

Present vs. Future Jobs



Representative Jobs

Jobs	**Skill Levels**
Natural Scientists	5.7
Lawyers	5.2
Engineers	5.1
Management	4.4
Teachers	4.2
Technicians	4.1
Marketing and Sales	3.4
Construction	3.2
Administrative	2.9
Service Occupations	2.6
Precision Production	2.5
Farmers	2.3
Transport Workers	2.2
Machine Setters	1.8
Hand Workers	1.7
Helpers and Laborers	1.3

Source: Johnson, W.B. *Workforce 2000: Work and Workers for the 21st Century.* Indianapolis, IN: Hudson Institute, 1987.

Solving the Skills Gap Problem

The Designated Vocational Instruction (DVI) instructor is in a unique position to link the business and education communities. The DVI instructor's relationships with these groups have the potential to benefit the entire student body and the community. Through partnerships, the DVI instructor can conduct a literacy audit for the district when the DVI instructor monitors students at the work site.

The Literacy Audit

A literacy audit is a good way to determine job-specific basic skill requirements and whether the workforce is meeting them. A literacy audit defines jobs in terms of their basic skills requirements and then assesses the workforce's proficiency in those skills. This procedure, though labor intensive, will yield a detailed picture of basic skills requirements for specific jobs and should result in training that does not waste time or money in irrelevant areas. The tools of a literacy audit are observation, collection, and analysis of materials; interviews; and customized tests (U.S. Departments of Labor and Education, 1988).

How to Conduct a Literacy Audit

The following steps, outlined in *The Bottom Line: Basic Skills in the Workplace* (U.S. Departments of Labor and Education, 1988), provide a prescription for conducting a literacy audit:

Observe employees to determine the basic skills they use to perform their jobs effectively.

- Watch the employees throughout the day to ensure that all tasks are observed. Continue this observation over a period of time if tasks change periodically.
- Record each time the worker reads, writes, or calculates figures.
- Note the setting in which these basic skills activities take place.
- Note the materials used by the employee to perform tasks involving basic skills activities.
- Determine the purpose of those tasks.
- Be aware of whether the tasks are performed individually or in groups.

Collect all materials that are written and read on the job to determine the degree of skill proficiency an employee must have to do the job well.

- Include memoranda, telephone messages, manuals, bills of sale, and forms, such as inventory lists, balance sheets, and requisition slips.
- Examine materials to determine reading levels, necessary vocabulary, and style.
- Analyze the content of these materials to determine their function.

Interview employees and their supervisors to determine their perception of the basic skills needed to do their jobs.

- Note the skills that the top employees say are most important. Then ask them which skills they use most and how they use them.
- Ask the supervisors which skills are needed for job performance, identifying those deemed critical.
- Examine discrepancies, if they exist, between the employees' and the supervisors' perceptions of needed skills. One particularly good technique (Mikulecky, 1987) is to ask both supervisors and top employees how they would break in a new worker, step by step. Questions such as "How do you decide what to do first?" and "How do you decide what to do next?" clarify the mental processes underlying good job performance. They also present a fuller picture than a simple listing of tasks.

Determine whether the employees have the basic skills needed to do their jobs well.

- Combine the information gathered from observing the employees, collecting the materials they use, and reviewing the interviews. Write a description of each of the audited jobs in terms of the reading, writing, and computation skills needed to do the job.
- Return to the work setting to observe how or whether the tasks requiring these basic skills are performed.
- Discuss observations informally with employees and supervisors to pinpoint specific areas of difficulty and concern.

Build tests that ask questions relating specifically to the employees' job or job group.

- Use job-related language and style.
- Use situations and formats in which basic skills being tested will actually occur.
- Ask employees to perform tasks similar those encountered on the job.

By comparing the results of the test with the written description of the basic skills tasks embedded in the jobs, the literacy auditor can determine whether there is a basic skills problem in the work place and what that problem is.

How to Address Workplace Literacy Problems

After the DVI instructor has conducted the literacy audit and analyzed the data, he or she can give the information to instructors involved in curriculum design to business contacts. These individuals can use the information to prepare students for work. Here is a strategy to use when addressing workplace literacy problems (Carnevale, et al, 1989).

Identify job changes or problems related to basic workplace skills.

- Assess the extent of the problem.
- Form a companywide representative advisory committee.
- Analyze selected jobs.
- Document employee performance deficiencies.
- Identify the population to be targeted for training.
- Build cooperation with unions.

Build management and union support for skills training programs in workplace basics.

- Make the case for skills training programs in workplace basics.
- Build support for those skills training programs.

Present the strategy and action plan to management and unions for approval.

- Present the strategy and action plan for training.
- Select a training program architect: in-house staff or external providers.

Perform a task analysis of each selected job or job family.

- Perform a task analysis.
- Decide whether to select a quick task analysis method and the most appropriate process.
- Review the generic elements of the task analysis process.

Design the curriculum.

- Design a performance-based, functional, instructional program.
- Design an evaluation system.
- Design a documentation system.
- Obtain final budget approval to implement the program.

Develop the curriculum.

- Prepare the course outline.
- Select delivery methods and instructional materials.
- Select a training site and designate equipment requirements.
- Develop evaluation and monitoring instruments.

Implement the program.

- Select and train the instructional staff.
- Consider using a learning contract.
- Evaluate and monitor the training program.
- Carry out the initial evaluation.
- Begin ongoing program monitoring.
- Connect back to management.

Developing Basic Skills for the Workplace at School

The DVI instructor is in a unique position to guide school restructuring that results in appropriate and effective change. As described above, the DVI instructor can serve as a catalyst for developing and maintaining school-business partnerships. Through business-education cooperation, the business and industry community can influence the educational curricula of students with disabilities. Business gains an opportunity to validate current training methods, schools receive knowledge of skills employers need to reform curricula, and students gain knowledge and attitudes necessary for successful job performance.

In addition, the DVI instructor can influence how primary and middle schools lay the foundation. To fulfill this role, the DVI instructor can provide information, stimulate questioning, and support creativity. For example, figures 62, 63, and 64 illustrate how skills can be incorporated into the students' report cards as early as grades K-3.

Organizational Principles

School philosophy and structure set the tone for all activities that take place under the guise of education. Defining principles that effectively guide teachers, and in turn students, in their educational pursuits can serve to remind educators of what their focus should be. While most educators know what goals facilitate effective learning in school, it is easy to lose sight of them in the flurry of daily routines. The Coalition of Essential Schools outlined common principles that should reflect the educational philosophy and organizational structure of educational institutions that prepare young people effectively for adulthood (*Work America* 7.10, 1990). Those principles include the following:

- The school should focus on helping adolescents learn to use their minds well.
- The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge.
- The school's goals should apply to all students, although the means to those goals will vary as the students themselves vary.
- Teaching and learning should be personalized to the maximum extent feasible. Ideally, a teacher should not have direct responsibility for more than 80 students.
- The governing metaphor of the school should be "student as worker," rather than the more familiar metaphor of "teacher as deliverer of instructional services."
- The diploma should be awarded upon demonstration of mastery of the central skills and knowledge of the school's program.
- The tone of the school should explicitly stress high expectations, trust, and decency.
- The principal and teachers should perceive themselves as generalists first and specialists second. Staff should expect multiple obligations and a sense of commitment to the entire school.
- Administrative and budget targets should include, in addition to total student loads of 80 or fewer per teacher, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed traditional schools by more than 10 percent.

Instructional Principles

Schools can help narrow the skills gap for future employees by refocusing curricula and instruction delivery so that today's students function better in tomorrow's work place. A study conducted in 1990 by the National Center for Research in Vocational Education, Reforming Education for Work: A Cognitive Science Perspective, lists five mistaken notions in education that lead to school failure. It also notes four approaches suggested by the research that enhance the likelihood that students will learn, and learn to apply that knowledge in other settings. The five mistaken notions are as follows:

Skill hierarchies. It is not true that skills are like building blocks, that people must learn the basics before they can learn specific problem-solving skills. Yet most of school- and work-based training operates on this assumption.

Skills decomposition. Often a skill is decomposed into subskills, and each subskill is practiced separately. But it is seldom true that learning each of the subskills separately produces competence in the skill itself.

Learning in isolation. Skills are taught in isolation, with too little experience with their application or how they are used together in combination. Appropriate application of knowledge and skills is not automatic.

Separating "learning to know" and "learning to do." The assumption that academic learning and education for work are distinct and need to be separated is mistaken. There are no skills without a foundation of knowledge, and no knowledge without associated applied skills.

Learning out of context. Knowledge and skills are taught in a setting—that of formal school—very unlike settings at work or in other aspects of life. This impedes the transfer of school learning to settings outside the classroom.

Research suggests four approaches that counteract these mistaken notions.

- Integrate learning basic skills with learning about the devices, systems, procedures, decision rules, and social interactions characteristic of specific work settings and responsibilities.
- Provide most education for work in settings that are, or duplicate as closely as possible, the work setting for which the individual is preparing, while still providing the necessary guidance and tutoring.
- Ensure that the education provided is not narrowly limiting.
- Take into account the personal lives of the students or novice workers, and recognize that relationships exist among healthy families, schools that educate, and productive work places (*NCRVE Change Agent,* 1990).

Willing to Act?

DVI instructors can lead school reform efforts seeking to prepare all students better, not only those with disabilities, to be valued, productive members of the workforce. The processes described in this chapter are only a few methods designed in the last ten years for transition of students from school to work. A key, however, is allowing business and industry to contribute to refocusing school curricula and encouraging individual members of the education community to join forces with the community as a whole. Educators have the necessary knowledge to address the long-term skills shortage that is projected. Educators need the will to act before it is too late.

Figure 62

Elementary Progress Report

Amherst Central School District

Elementary Progress Report
Primary Grade (1-2)

Comments for: ______________________________

First Marking Period

Second Marking Period

Third Marking Period

Figure 63

Amherst Central School District Primary (Grades 1 and 2) Progress Report

Name	Teacher	Year	Grade

Learning Patterns

1 = Readily learns, retains and applies concepts and skills with minimum of teacher guidance.
2 = Learns concepts and skills with teacher guidance.
3 = Learns concepts and skills through frequent repetition, review, and guidance.

Marking Code

V = Very Good—Goals have been successfully met; expectations have been exceeded.
S = Satisfactory—Goals have been successfully met.
I = Improving
N = Needs to be strengthened.
X = Not applicable at this time.

Citizenship/Self-Management

+ = Strength in this area
✓ = Satisfactory performance
– = Needs improvement

Attendance	1	2	3
Days Absent			
Times Tardy			

Services: Your child benefits from each of the services checked.

Speech/Language	
Resource	
ESL	
Remedial Reading	
Remedial Math	

Citizenship/Self-Management	1	2	3
Cooperates with adults, peers			
Shows respect for adults, peers			
Works well in small group			
Obeys school rules			
Respects personal and school property			
Comes prepared for daily activities			
Listens attentively			
Contributes to class discussions			
Follows oral/written directions			
Begins/completes work in reasonable time			
Works independently			
Works neatly			
Practices good health habits			
Makes good use of free time			
Exhibits self-control			
Is organized			

Conferences10th Week	Date	Attending

	1 Skills	Effort	Learning Pattern	2 Skills	Effort	Learning Pattern	3 Skills	Effort	Learning Pattern	Comments as Appropriate
Getting Information										**Art**
Listens with understanding										
Uses word attack skills										
Shows growth in vocabulary development										
Reads with understanding										
Gathers information from multiple sources										
Organizes information										**Music**
Using Information										
Uses observation skills										
Predicts outcomes from data										
Classifies materials appropriately										
Draws logical conclusions										
Solves problems by reasoning										
Understands math concepts										**Physical Education**
Uses computation skills										
Presenting Information										
Expresses ideas verbally										
Displays writing process skills										
Is developing handwriting skills										
Is developing spelling skills										

Figure 64

Kindergarten Report Card

Middleton-Cross Plains Area Schools
Northside Elementary School: 1990-91

Kindergarten Report Card
Grade Assignment Next Year:

Student	Teacher

Key:
+ = Consistently
P = Progress shown
✓ = Experiencing difficulty
No symbol = Does not apply at this time

	Quarter				
	1	2	3	4	Total
Absent					
Tardy					

Language/Reading Development				
Contributes relevantly to discussions				
Speaks clearly enough to be understood				
Expresses ideas in sentences				
Listens to others without interruption				
Determines sequence of events/pictures				
Shows understanding of basic concepts such as: besides, between, above				
Understands concept of opposites				
Recognizes rhyming words				
Recognizes upper case letters out of order				
Recognizes lower case letters out of order				
Discriminates beginning consonant sounds				
Math Development				
Recognizes 5 basic shapes				
Recognizes and repeats patterns				
Classifies and compares				
Counts by rote to 30				
Recognizes numerals out of order 0-20				
Recognizes numerals out of order 11-20				
Art and Music				
Handles art materials well (scissors, paste/glue)				
Sings with the group				
Responds to rhythm				
Physical/Motor Development				
Prints name in lower case				
Zips, buttons, ties				
Forms letters and numbers legibly and correctly				
Hops, skips, balances				
Social Development				
Responds positively to new situations				
Shows self-confidence				
Demonstrates self-control				
Is considerate, shares and takes turns				
Settles differences without appealing to the teacher				
Observes school and classroom rules				
Shows respect for others				
Work Habits				
Works independently and makes good use of free time				
Completes work on time				
Works carefully				
Listens attentively				
Stays on task (not easily distracted)				
Follows directions				
Uses materials and library books responsibly				
General Knowledge				
Identifies eight basic colors				
Knows address				
Knows phone number				

Comments:

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Appendixes 10

A. Transition Needs Assessment Forms

B. Functional Skills Inventory

C. Interagency Transition Information Transmittal Forms

D. Transition Follow-up Surveys and Program Evaluation

E. IEP Transition Interagency Forms

Special Education Staff Survey

Name	
School	Program

1. Classification of students you work with:
   - ☐ Traumatic brain injured
   - ☐ Learning disabled
   - ☐ Severe cognitive disabilities
   - ☐ Orthopedically impaired
   - ☐ Hearing impaired
   - ☐ Other health impaired
   - ☐ Autistic
   - ☐ Mild cognitive disabilities
   - ☐ Speech or language impaired
   - ☐ Visually impaired
   - ☐ Emotionally disturbed

2. Number of students you work with ________ 3. Grade Levels ____________________

4. Are you involved in the decision to have students placed in your class/program:

   ☐ Yes ☐ No ☐ Sometimes

5. Do you attend your students' IEP meetings?

   ☐ Yes ☐ No ☐ Sometimes

6. Do you encourage your students to attend their IEP meetings?

   ☐ Yes ☐ No ☐ Sometimes

7. Are vocational teachers, vocational evaluators, and/or designated vocational instructors encouraged to attend your students' IEP meetings?

   ☐ Yes ☐ No ☐ Sometimes

8. Do you know your students' vocational interests and abilities before the IEP meeting?

   ☐ Yes ☐ No ☐ Sometimes

9. Do your students' IEPs contain objectives that prepare them for daily living?

   ☐ Yes ☐ No ☐ Sometimes

10. Do your students' IEPs contain objectives that prepare them for a vocational class?

    ☐ Yes ☐ No ☐ Sometimes

11. Are there vocational objectives in the IEPs for students who are receiving vocational training?

    ☐ Yes ☐ No ☐ Sometimes ☐ Not Applicable

12. Do you arrange any of the following activities for your students?
    - ☐ Vocational evaluation
    - ☐ Career Exploration
    - ☐ Tours or discussion of vocational classes

13. Please check all of the following that you are knowledgeable about:
    - ☐ Modified vocational classes
    - ☐ Regular vocational classes
    - ☐ Work Experience Coordinator
    - ☐ Designated Vocational Instruction (DVI)
    - ☐ Vocational assessment
    - ☐ Entry level skills curriculum
    - ☐ Career education

14. Are you knowledgeable enough of the above options to counsel students with disabilities about them?

☐ Yes ☐ No

15. Do you communicate regularly with vocational instructors who teach your students?

☐ Yes ☐ No ☐ Not applicable

16. Do you communicate regularly with the DVI instructor about your students who are in vocational classes?

☐ Yes ☐ No ☐ Not applicable

17. Do you communicate regularly with the Work Experience Coordinator about your students who are in the work experience program?

☐ Yes ☐ No ☐ Not applicable

18. Which of the following do you include in your curriculum?

☐ Socialization skills
☐ Daily living skills
☐ Job seeking skills

19. Do you feel the communication between vocational and special education programs could be improved?

☐ Yes ☐ No

20. If yes, what type of networking activities would you like to see between vocational education and special education to improve communication? (Please list)

21. What percentage of your students have jobs?

☐ 0-25 ☐ 26-50 ☐ 51-75 ☐ 76-99 ☐ all ☐ Not applicable

22. What percentage of your students do you feel would benefit from a work experience program?

☐ 0-25 ☐ 26-50 ☐ 51-75 ☐ 76-99 ☐ all

23. What percentage of your students receive vocational training (modified or regular vocational class)?

☐ 0-25 ☐ 26-50 ☐ 51-75 ☐ 76-99 ☐ all ☐ Not applicable

24. What percentage of your students do you feel would benefit from vocational classes?

☐ 0-25 ☐ 26-50 ☐ 51-75 ☐ 76-99 ☐ all

25. What could be done to secure more jobs for your students?

26. Are you aware of funds/services/programs available to assist disabled students in making the transition from school to work?

☐ Yes ☐ No

27. Which of the following services are you aware of?

Jobs	*General Assistance*
☐ Division of Vocational Rehabilitation	☐ Group Homes
☐ Job Training Partnership Act (JTPA) funded programs	☐ Social Security
	☐ Mental Health
☐ Job Service	☐ Developmental Disabilities
☐ Private employment agency	
☐ Other, please specify	☐ Other, please specify ____________________

28. What services do you feel public schools should provide for students with disabilities in their transition from school to work?

29. What services does the community need to provide in order to help students with disabilities in transition from school to work?

30. Some elements of vocational education are considered *relatively* more important than others. Rank the following elements of vocational education. One is most important and five is least important. Each element must have a different rank.

____ Academic skills (reading, writing, and math)

____ Work experience (actually having a job)

____ Communication skills (ability to express yourself to others)

____ Work attitude and human relations skills (getting along with others, and so forth)

____ Vocational and technical knowledge and skills (mastery of technical skills)

31. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

Source: West, L., H. Gratzmacher, J. Johnson, A. Boyer-Stephens and D. Donafon. *Missouri Transition Guide: Procedures and Resources*. Columbia, MO: University of Missouri, 1987.

Vocational Education Staff Survey

Name	
School	Program
Number of students you work with	Grade levels

1. Who informs special needs students about your class/program as an option for them?
   - ☐ Special education teacher
   - ☐ Classroom teacher
   - ☐ Vocational evaluator
   - ☐ DVI instructor
   - ☐ Counselor
   - ☐ Principal
   - ☐ Myself
   - ☐ Other, please specify
2. Do you participate in the placement decision of special education students in your class/program?
   ☐ Yes ☐ No ☐ Sometimes
3. Are you invited to attend IEP meetings?
   ☐ Yes ☐ No ☐ Sometimes
4. What percentage of your students do you feel would benefit from a work experience program?
   ☐ 0-25 ☐ 26-50 ☐ 51-75 ☐ 76-99 ☐ all
5. If you do attend the IEP meetings, do you have knowledge of the students' vocational interests and abilities before the meetings?
   ☐ Yes ☐ No
6. Are there vocational objectives in the IEPs for special education students who are in your vocational classes?
   ☐ Yes ☐ No ☐ Sometimes ☐ Don't know
7. If there are vocational objectives in the IEP, are you involved in writing them?
   ☐ Yes ☐ No
8. Please indicate which of the following your are knowledgeable about:
   - ☐ Modified vocational classes
   - ☐ Work experience coordinator
   - ☐ DVI Instructor
   - ☐ Curriculum-based assessment
   - ☐ Entry-level skills curriculum
   - ☐ Career education
9. Do you feel you are knowledgeable enough of the programs listed above to counsel students with disabilities on class/program options?
   ☐ Yes ☐ No
10. Do you communicate regularly with special education teachers about the special education students in your classes?
    ☐ Yes ☐ No

11. If not, why not?

12. Do you communicate regularly with the DVI instructor about the special education students in your classes?

☐ Yes ☐ No

13. If not, why not?

14. Do you feel the communication between vocational and special education programs could be improved?

☐ Yes ☐ No

15. If yes, what type of networking activities would you like to see between vocational education and special education to improve communication? *(please list)*

Source: West, L., H. Gratzmacher, J. Johnson, A. Boyer-Stephens and D. Donafon. *Missouri Transition Guide: Procedures and Resources*. Columbia, MO: University of Missouri, 1987.

Employer Survey

1. Have you ever employed individuals with disabilities, for instance, visual, physical, hearing impairments, cognitive disabilities, learning disabilities, emotional disabilities, or speech handicaps?

   ☐ Yes ☐ No

2. Do you now employ individuals with disabilities?

   ☐ Yes ☐ No

3. Have you ever been contacted about employing individuals with disabilities who have successfully completed vocational training programs that would qualify them for employment at your business?

   ☐ Yes ☐ No If yes, by whom? ____________________

4. Given adequate support from the school, would you consider providing work experience opportunities for properly trained students with disabilities?

   ☐ Yes ☐ No

5. Would you attend a workshop given for businesses designed to inform you of the advantages of hiring individuals with disabilities, financial and personal support available when hiring people with disabilities, and information about various disabling conditions?

   ☐ Yes ☐ No

6. What services would you like to see provided by the school and community to enhance the employability of students with disabilities as they enter the labor market?

7. Some elements of vocational education are considered relatively more important than others. Please rank the following elements of vocational education. One is most important and five is least important. Each element must have a different rank.

   ___ academic skills (reading, writing, and math)
   ___ work experience (actually having a job)
   ___ communication skills (ability to express yourself to others)
   ___ work attitude and human relations skills (getting along with others, dependability, and so forth)
   ___ vocational and technical knowledge and skills (technical skills mastery)

Source: West, L., H. Gratzmacher, J. Johnson, A. Boyer-Stephens and D. Donafon. *Missouri Transition Guide: Procedures and Resources*. Columbia, MO: University of Missouri, 1987.

Vocational Student's Survey

1. Name ______________________________

2. Program
   - ☐ Cooperative school work program
   - ☐ Vocational education
   - ☐ Modified vocational education
   - ☐ Individual vocational training
   - ☐ None
   - ☐ Graduate

3. Did you discuss your choice of classes with anyone at school?

   ☐ Yes ☐ No

4. Who did you discuss this with?
   - ☐ Special education teacher
   - ☐ Cassroom teacher
   - ☐ Vocational evaluator
   - ☐ DVI instructor
   - ☐ Counselor
   - ☐ Principal
   - ☐ Vocational teacher

5. Which of these things did you do?
   - ☐ Vocational evaluation
   - ☐ Career exploration (What class did you do it in?) ______________________
   - ☐ Toured or discussed vocational classes

6. Did you attend your IEP meeting?

   ☐ Yes ☐ No

7. Did you choose the classes you would take?

   ☐ Yes ☐ No

8. Why did you decide to choose vocational training?
   - ☐ Wanted to take a vocational class
   - ☐ Wanted to be in classes with my friends
   - ☐ Think it will help to get a job
   - ☐ Told to take a vocational program
   - ☐ Dislike academic classes (English, science, math, and so forth)
   - ☐ Other reasons, please specify

9. Who influenced your decision the most?
   - ☐ Parents/family
   - ☐ Friends
   - ☐ Teacher
   - ☐ Counselor
   - ☐ Principal
   - ☐ No one (my own decision)
   - ☐ Other individuals. *Please specify* ______________________

10. Are you learning what you thought you would learn?

☐ Yes ☐ No

11. Rate Your Training—Below is a list of skills that vocational education programs teach. Please **rank** those topics in order of importance. One is the most important and five is the least important. Each topic must have a different number.

___ Basic skills (reading, writing, and math)
___ Work experience (actually having a job)
___ Communication skills (ability to express yourself to others)
___ Work attitude and human relations skills (getting along with others, dependability, and so forth)
___ Vocational and technical knowledge and skills (mastery of technical skills)

12. Would you choose a different program if you could?

☐ Yes ☐ No

13. What program?

☐ Nonvocational ☐ Different vocational ☐ Other

14. Why would you choose a different program?

15. What skills/services could have helped or did help in getting your job?

☐ Good technical background
☐ Previous work experience
☐ Good job-hunting skills
☐ Knowing the right people
☐ Help by a job placement counselor
☐ Other, *please specify*______________________________

Source: West, L., H. Gratzmacher, J. Johnson, A. Boyer-Stephens and D. Donafon. *Missouri Transition Guide: Procedures and Resources*. Columbia, MO: University of Missouri, 1987.

Parent Survey

Name ____

What grade is your child in? ________

1. What experiences do you feel influenced your son or daughter in his or her schedule planning decisions? *(Please check all appropriate responses.)*
   - ☐ Vocational evaluation (evaluation lab)
   - ☐ Career exploration
   - ☐ Toured or discussed vocational classes
   - ☐ Do not know
2. Who do you think influenced his or her decision most? *(Please check only one)*
   - ☐ Parents/family
   - ☐ Friends
   - ☐ Teacher
   - ☐ Counselor
   - ☐ Principals
   - ☐ No one (their own decision)
   - ☐ Other individuals, *please specify* ______________________________
3. Some elements of vocational education are considered **relatively** more important than others. Please rank the following elements of vocational education. One is the most important. Five is the least important. Each element must have a different rank.
   - ☐ Academic skills (reading, writing, and math)
   - ☐ Work experience (actually having a job)
   - ☐ Communication skills (ability to express yourself to others)
   - ☐ Work attitude and human relations skills (getting along with others, dependability, etc.)
   - ☐ Vocational and technical knowledge and skills (mastery of technical skills)
4. What is your child's future plan?
   - ☐ College
   - ☐ Junior college
   - ☐ Military service
   - ☐ Technical school
   - ☐ Immediate full-time employment
   - ☐ Part-time employment and school
   - ☐ Don't know
   - ☐ Other, *please specify* ______________________________________
5. What skills/services could have helped your child in getting a job?
   - ☐ Good technical background
   - ☐ Previous work experience
   - ☐ Good job-hunting skills
   - ☐ Knowing the right people
   - ☐ Help by a job placement counselor
   - ☐ Does not apply
   - ☐ Other, *please specify* ______________________________________

6. What skills/services **did help** your child in getting a job?
   - ☐ Good technical background
   - ☐ Previous work experience
   - ☐ Good job-hunting skills
   - ☐ Knowing the right people
   - ☐ Help by a job placement counselor
   - ☐ Does not apply
   - ☐ Other, *please specify*______________________________

7. How will your son or daughter get his or her first job?
   - ☐ Job placement services
   - ☐ Family/relatives
   - ☐ Friends
   - ☐ Training supervisor
   - ☐ Vocational instructor
   - ☐ On his/her own
   - ☐ Does not apply
   - ☐ Don't know

8. How did your son or daughter get his or her first job?
   - ☐ Job placement services
   - ☐ Family/relatives
   - ☐ Friends
   - ☐ Training supervisor
   - ☐ Vocational instructor
   - ☐ On his/her own
   - ☐ Does not apply
   - ☐ Don't know

9. Did you talk with anyone at school about your child's options?

   ☐ Yes ☐ No

10. Who did you discuss the options with? (*Please check all appropriate responses*)
    - ☐ Special education teacher
    - ☐ Classroom teacher
    - ☐ Vocational evaluator
    - ☐ DVI instructor
    - ☐ Counselor
    - ☐ Principal
    - ☐ Vocational Teacher
    - ☐ Other, *please specify*______________________________

11. Have you attended your child's IEP meetings?

    ☐ Yes ☐ No

12. Did you participate in planning or writing the IEP?

    ☐ Yes ☐ No

13. If yes, how did you participate? (*Please check all appropriate responses.*)
    - ☐ Attended (no. of times ______, no. of years ______)
    - ☐ Signed IEP
    - ☐ Offered suggestions
    - ☐ Asked questions
    - ☐ Asked for evaluation
    - ☐ Other, *please specify*______________________________

14. What could be done to help students with disabilities get jobs?

15. Are you aware of funds, services, and programs available to help students with disabilities make the transition from school to work?

☐ Yes ☐ No

16. Which of the following services are you aware of? *(Please check all appropriate responses.)*

Jobs

☐ Division of Vocational Rehabilitation
☐ Job Training Partnership Act (JTPA) funded programs
☐ Job Service
☐ Private employment agency
☐ Other, *please specify* ________________

General Assistance

☐ Group Homes
☐ Social Security
☐ Mental Health
☐ Developmental Disabilities
☐ Other, *please specify* ________________

17. What services do you feel public schools should provide for students with disabilities in their transition from school to work? (Please be as specific as possible.)

18. What services does the community need in order to assist students with disabilities in transition from school to work? *(Please list.)*

19. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

Return completed form by ____________ in the enveloped provided.

Functional Skills Inventory

Name	Date
Rater	Phone
Address	

Independence

1. Will need parental support to arrange and complete interviews with Department of Health and Social Services' Division of Vocational Rehabilitation counselor or other agency staff.
   ☐ Yes ☐ No
2. Follows a schedule if someone else prepares it.
   ☐ Yes ☐ No
3. Prepares and follows own schedule.
   ☐ Yes ☐ No
4. Can tell time to the minute.
   ☐ Yes ☐ No
5. Meets new people easily.
   ☐ Yes ☐ No
6. Accurately states his/her:
   ☐ Yes ☐ No Social security number
   ☐ Yes ☐ No Phone number
   ☐ Yes ☐ No Complete mailing address

Reading

7. Can read, understand, and interpret a single sentence, statement, or question.
   ☐ Yes ☐ No
8. Can read, understand, and interpret a paragraph-length statement or question.
   ☐ Yes ☐ No
9. Can read, understand, and carry out instructions that are:
   ☐ Yes ☐ No Typed
   ☐ Yes ☐ No Handwritten
   ☐ Yes ☐ No In list form
   ☐ Yes ☐ No In paragraph form
10. Can read and understand a job application.
    ☐ Yes ☐ No
11. Can read and understand newspaper articles.
    ☐ Yes ☐ No

12. Summarize this individual's reading skills. Be specific in relation to the individual's career goals and expected achievement in postsecondary education and/or job performance.

Math

13. Counts to 100 accurately.

☐ Yes ☐ No

14. Performs the following accurately (99-100% of the time):

☐ Yes ☐ No Adding whole numbers
☐ Yes ☐ No Adding fractions
☐ Yes ☐ No Subtracting whole numbers
☐ Yes ☐ No Subtracting fractions
☐ Yes ☐ No Uses a pocket calculator correctly

15. Can make correct change for purchases under $20.

☐ Yes ☐ No

16. Summarize this individual's math skills. Be specific in relation to the individual's career goals and expected achievement in postsecondary education and/or job performance.

Writing

17. **Accurately** writes his/her:

☐ Yes ☐ No Social security number
☐ Yes ☐ No Phone number
☐ Yes ☐ No Complete mailing address

18. Can correctly fill in an application for a job, a school, or a training program.

☐ Yes ☐ No

19. Has prepared a complete resume.

☐ Yes ☐ No

20. Summarize this individual's writing skills. Be specific in relation to the individual's career goals and expected achievement in postsecondary education and/or job performance.

Physical Coordination / Orientation

21. Has this person been observed to have any physical coordination problems?

☐ Yes ☐ No

Describe how this might limit the individual's employment possibilities.

22. Has this person been observed to have any directionality problems?

☐ Yes ☐ No problem ☐ Not observed

The problems are:

Health / Hygiene

23. Practices good grooming and hygiene.

☐ Yes ☐ No

24. Implements good health practices:

☐ Yes ☐ No Balanced diet
☐ Yes ☐ No Exercise
☐ Yes ☐ No Medical checkups
☐ Yes ☐ No Dental checkups

25. Missed more than four days of school per year.

☐ Yes ☐ No

26. If yes, why?

Travel

27. Uses public transportation.

☐ Yes ☐ No

If yes, describe type(s) used.

28. Possesses valid driver's license.

☐ Yes ☐ No

29. Knows route to:

☐ Yes ☐ No Place of work
☐ Yes ☐ No DVR office
☐ Yes ☐ No Grocery store
☐ Yes ☐ No Bank
☐ Yes ☐ No Laundromat

30. Can determine routes to new locations without assistance.

☐ Yes ☐ No

31. Can follow verbal directions to a new location.

☐ Yes ☐ No

32. Can follow written directions to a new location.

☐ Yes ☐ No

33. Must be "walked through" route to a new location in order to learn it.

☐ Yes ☐ No

Employment

34. Can use telephone directory to obtain addresses and phone numbers of potential employers and social service agencies.

☐ Yes ☐ No

35. Will need assistance and encouragement to arrange and complete successful job interviews.

☐ Yes ☐ No

36. Determines appropriate time to arrive at work or other scheduled events (not too early nor too late).

☐ Yes ☐ No

37. Once at work, finds own work station.

☐ Yes ☐ No

38. Asks questions of supervisor if he or she does not understand work assignment.

☐ Yes ☐ No

39. How does person react to changes in work assignment?

40. Learns and follows safety procedures.

☐ Yes ☐ No

41. Can read and understand technical manuals.

☐ Yes ☐ No

42. Understands that work can result in earning money.

☐ Yes ☐ No

43. What does this individual do if assigned work is finished?

44. If work is completed ahead of schedule, uses unassigned work time appropriately.

☐ Yes ☐ No

45. Works cooperatively in a group of three or more.

☐ Yes ☐ No

46. Works appropriately alone.

☐ Yes ☐ No

47. Behaves appropriately during work breaks.

☐ Yes ☐ No

48. Behaves appropriately during lunch breaks.

☐ Yes ☐ No

49. Handles criticism from fellow workers appropriately.

☐ Yes ☐ No

50. List the work history of this individual and state how he or she obtained these jobs.

Jobs performed in the school setting:

Jobs performed in the community:

51. Can accurately describe **verbally** what he or she did on these jobs.

☐ Yes ☐ No

52. Can accurately describe **in writing** what he or she did on these jobs (for example, when asked to fill out a job application).

☐ Yes ☐ No

Other Skills

53. Understands and follows three-step verbal directions.

☐ Yes ☐ No

54. Can explain how he or she learns best.

☐ Yes ☐ No

55. List other skills that this individual has (for example, musical, athletic).

Learning Style / Strategies

56. Needs extra time to answer questions

☐ Yes ☐ No Verbally
☐ Yes ☐ No In writing

57. Gets distracted by sounds (for example, people talking).

☐ Yes ☐ No

58. Gets distracted by visual stimuli not related to the task at hand (for example, people, birds).

☐ Yes ☐ No

59. What approaches work best if this person needs to learn or practice a new skill that involves eye, hand, or body coordination.

60. What approaches work best when teaching this person information that he or she does not know?

61. What approaches do not work well or at all in attempting to teach this person something he or she does not know?

62. Describe this individual's attitudes and abilities in regard to his or her career choice. Include work habits, initiative, teacher comments, and so forth.

Personal Statement

63. Attach a paragraph written by this individual that tells: a) why he or she is seeking agency assistance, b) his or her career objectives, and c) why he or she feels that he or she will be successful in that career.

Source: Wisconsin Division of Vocational Rehabilitation counselors, WI Association of Children and Adults with Learning Disabilities staff, and Center on Education and Work (University of Wisconsin-Madison) staff as part of the project "Best Practices: Successful Vocational Rehabilitation of Persons with Learning Disabilities," December 1988.

Sample County Services Form

To: Administrator of County Unified Services Board, or
Administrator of County Developmental Disabilities Board, and/or
Administrator of Mental Health Board, and/or
Administrator of County Alcohol and Drug Abuse Services

Address	City, State, Zip

Dear ____________________________,

Our school district, ____,
is required to inform you annually, on or before August 15, of the names of district students who are:

1) at least 16 years old;
2) are not expected to be enrolled in an educational program two years from the date of this letter; and
3) may require services provided by your board. *s. 115.85(4)*

The following student is being referred to you for that purpose and [his/her parent/guardian or he/she (if 18 years or older)] has given permission for transmittal of this personally identifiable information per the Family Educational Rights and Privacy Act (34 CFR 99). This student may require: *Check*

☐ Alcohol or drug abuse services
☐ Developmental disabilities services
☐ Mental health services

I HEREBY give permission to transfer the information on this form to the agency(ies) listed above.

Student's Name	Date	Adult Student's or Parent's Signature	Date

I look forward to hearing from you to begin the transition planning process among our agencies so this student will have continuous and cooperative employment and daily living and educational services upon his or her exit from school. Thank you for your attention and consideration.

Sincerely,

Director/Designee of Special Education

Detach Here

Please detach, sign and return this acknowledgment of your receipt of the ______________________
School District

School Board's notice to the ____
Community Service Agency

pursuant to s. 51.42 and s. 51.437 that ____
Student's Name

has been referred to you.

Thank you.

County Board Representative Signature ➤	Date

Please return to:

School District Representative	Street Address
City, State, Zip	

Student Learner Transition ProfileHigh School to WTCS

Name	ID No./Social Security No.*
Address	Phone
City, State, Zip	☐ Male ☐ Female
High School of Graduation	Graduation Date
Address	Phone
City, State, Zip	
Person Completing this Form *Name and Title*	
City, State, Zip	

Handicapping Condition(s)

- ☐ Learning disability
- ☐ Cognitively disabled
- ☐ Emotionally disturbed
- ☐ Speech impaired
- ☐ Autistic
- ☐ Visually impaired
- ☐ Orthopedically impaired
- ☐ Hearing impaired
- ☐ Other health impaired
- ☐ Traumatic brain injured

Documentation of Disability

Please check and attach copy to verify.

- ☐ Multidisciplinary Team report
- ☐ Psychological evaluation
- ☐ Other
- ☐ Individualized Education Program
- ☐ Exceptional Educator's report
- ☐ 504 Evaluation

Application to WTCS System / Program

The student has submitted formal application to the WTCS. Date of Application ______________

☐ Yes ☐ No ☐ Accepted ☐ Rejected ☐ In progress (Date ______________)

Program Applied to/Area of Interest ________________________________

Intended status: ☐ Full-time ☐ Part-time

Asset Test:

☐ Date Taken __________ ☐ Date Scheduled __________ ☐ Date Waived __________

☐ Needed Adaptations: ________________________________

The student has met with a WTCS counselor or special needs instructor.

☐ Yes ☐ No Name: ________________________________

The student has toured the WTCS campus and program of choice. ☐ Yes ☐ No

The student has applied for financial aid. ☐ Yes ☐ No

*Collection of social security number is voluntary and is used solely for validation purposes and will not be released without written permission.

Achievement/Academic Ability

	Grade Level	Test	Date	Comments
Reading				
Word Recognition				
Paragraph Comprehension				
Math				
Specific Skills				
Spelling				
Writing				
(Sample attached)				

School Contact/Title	Phone

Vocational Assessment

	Test(s) Administered	Date
Interests		
Summary		
Aptitudes		
Summary		
Personality		
Summary		
Other		
Summary		

Vocational Education Enrollments

Agriculture Education

Specific skills learned:

Student has participated in ag co-op ☐ Yes ☐ No

Agriculture Education Contact:	Phone:

Business Education

Specific skills learned:

Student has participated in business co-op ☐ Yes ☐ No

Business Education Contact:	Phone:

Family and Consumer Education

Specific skills learned:

Student has participated in family and consumer education co-op ☐ Yes ☐ No

Family and Consumer Education Contact:	Phone:

Health Education

Specific skills learned:

Student has participated in health education co-op ☐ Yes ☐ No

Health Education Contact:	Phone:

Marketing Education

Specific skills learned:

Student has participated in marketing education co-op ☐ Yes ☐ No

Marketing Education Contact:	Phone:

Technology Education

Specific skills learned:

Student has participated in technology education co-op ☐ Yes ☐ No

Technology Education Contact:	Phone:

Vocational Special Needs

Specific skills learned:

Student has participated in co-op ☐ Yes ☐ No

Contact:	Phone

Statement of Postschool Goals

Work Experience

Does the student have work experience? ☐ Yes ☐ No

If yes, please provide the following information:

Name of Employer

Address

City, State, Zip

Dates of Employment	Phone

Description of Skills

Name of Employer

Address

City, State, Zip

Dates of Employment	Phone

Description of skills

Community Support Agency Involvement

Has a referral been made to a community support agency:

☐ Yes ☐ No

If yes, please identify agencies:

☐ Job Training Partnership Act
☐ Division of Vocational Rehabilitation
☐ Developmental Disabilities
☐ Mental Health
☐ Drug and Alcohol Abuse Services
☐ Other: *(Please list)*

High School Guidance Counselor

Name	
Phone	High School

Copy of high school transcript attached: ☐ Yes ☐ No

Source: Newcomb, Joel. "Improving Communications Between Secondary and VTAE Districts Regarding Students with Disabilities." Unpublished field study for the degree of Educational Specialist. Menominee, WI: University of Wisconsin-Stout.

Student Processing Profile

Name	Phone
Address	
Rater's Name	Phone
Address	

Area	*Strength*	*Weakness*
Input		
auditory/verbal	☐	☐
auditory/nonverbal	☐	☐
visual/verbal	☐	☐
visual/nonverbal	☐	☐
Class Structure		
directed	☐	☐
independent	☐	☐
peer tutor	☐	☐
1-1 with staff assistant	☐	☐
small group	☐	☐
large group	☐	☐
Memory		
awareness	☐	☐
recognition	☐	☐
recall	☐	☐
Test Format		
written	☐	☐
oral	☐	☐
short answer	☐	☐
essay	☐	☐
multiple choice	☐	☐
true/false	☐	☐
matching	☐	☐
computation	☐	☐
other:	☐	☐

Area	*Strength*	*Weakness*
Learning Strategies		
takes notes	☐	☐
outlining	☐	☐
independent research	☐	☐
dictionary use	☐	☐
spelling	☐	☐
punctuation	☐	☐
writing	☐	☐
sentences	☐	☐
paragraphs	☐	☐
comprehension of written materials	☐	☐
sees relationships	☐	☐
understands cause-effect, anticipates consequences	☐	☐
draws conclusions, makes inferences	☐	☐
Cognition		
perceptual	☐	☐
coding	☐	☐
comprehension	☐	☐
Information Sources		
text	☐	☐
work sheets	☐	☐
lecture	☐	☐
discussions	☐	☐
Audiovisual materials	☐	☐

Area	*Strength*	*Weakness*
audiotape	☐	☐
hands-on experience	☐	☐
observation	☐	☐
Output		
vocal/verbal	☐	☐
vocal/nonverbal	☐	☐
motor/verbal	☐	☐
motor/nonverbal	☐	☐
Assignments		
short papers	☐	☐
work sheets	☐	☐
term papers	☐	☐
critiques	☐	☐
demo/lab projects	☐	☐
art media projects	☐	☐
oral reports	☐	☐
group discussions	☐	☐

Area	*Strength*	*Weakness*
Behavior		
follows written directions	☐	☐
follows oral directions	☐	☐
meets specific deadlines	☐	☐
participates in discussion	☐	☐
works independently	☐	☐
works in groups	☐	☐
demonstrates personal responsibility	☐	☐
demonstrates initiative	☐	☐
advocates for own needs effectively	☐	☐

Summary

Source: Lakeshore Technical College, Cleveland, WI

Release of Information Form

Date: ____________________

I hereby grant permission to the ____________________________________ School District to release academic, social, psychological, medical and/or any confidential information concerning ___(student)___ to (agencies) ____ for the purposes of assisting with the transition to and enrollment in the Wisconsin Technical College System, determination of ancillary support services, and qualification for transition services.

Signature of student, parent, guardian	Relationship to student
Address	
City, State, Zip	Phone:

Release of Information to: ____

Date: ____________________

I hereby grant permission to ____________________________________ to release academic, social, psychological, medical, and/or any confidential information concerning ______________________ to the ___________________________________ School District for the purpose of assisting with the transition to and enrollment in the Wisconsin Technical College System, determination of ancillary support services, and qualification for transition services.

Signature of student, parent, guardian	Relationship to student
Address	
City, State, Zip	Phone:

Special Education Transition Record

Student Name			Social Security No.*
Student Address			Phone
City, State, Zip			Date of Birth
☐ Male ☐ Female	US Citizen ☐ Yes ☐ No	If no, country of origin	How long in US?
Handicapping Condition (for example, visually impaired, learning disabled)			
Disadvantaged ☐ Economic ☐ Academic ☐ Limited English Proficient			Primary language spoken?
High school attending/attended?			Phone
Type of diploma received/to be received			Date
Which post-secondary education program is the student planning to attend?			
Beginning term/year	Intended major/area of interest		
Has the student applied for financial assistance? ☐ Yes ☐ No			

Indicate accommodation required to meet special needs:

- ☐ Adaptive equipment (for example, tape recorder)
- ☐ Tutoring—*Please check areas*
  - ☐ Academic ☐ Basic skills development ☐ Vocational
- ☐ Counseling—*Please check areas*
  - ☐ Academic ☐ Program planning ☐ Personal ☐ Career
- ☐ Interpreters (deaf/hearing impaired)
- ☐ Readers, writers, note takers
- ☐ Alternative testing arrangements
- ☐ Transportation
- ☐ Special mobility needs—*Please Specify:* ______________________
- ☐ Other—*Please Specify:* ______________________

*Collection of social security number is voluntary and is used solely for validation purposes and will not be released without written permission.

Do you anticipate the student will need extra help with:

- ☐ Writing
- ☐ Study skills
- ☐ Motivation
- ☐ Attention
- ☐ Spelling
- ☐ Personal issues
- ☐ Time management
- ☐ Learning to ask for help
- ☐ Math
- ☐ Punctuality
- ☐ Rule compliance
- ☐ Speaking
- ☐ Problem solving
- ☐ Acceptance of criticism
- ☐ Personal assistance

Please specify: ____________________

What are the student's strongest modalities? (*Check one*)

☐ Visual ☐ Auditory ☐ Kinetic/tactile

Indicate the student's approximate grade level in the following areas:

_____ Math _____ Reading _____ Spelling

Check the assessment data that is available on the student and indicate location if other than the school file. *Check one or more.*

	Agency/Contact	Address	Phone
☐ Intelligence			
☐ Achievement			
☐ Aptitude			
☐ Personality			
☐ Personal values/interest			
☐ Vocational			
☐ Other (List)			

Name of person completing form	Title
Address	Phone
City, State, Zip	Date Completed
I HEREBY grant permission to release this information to ____________________ for program planning.	
Signature of Parent ➤	Date
Signature of Student (if student is 18 or older) ➤	Date

Once this information is reviewed by the postsecondary institution, a staff advisor will be assigned to the student.

Information on this form must be considered confidential.

Source: Special Needs Task Force, Portland Area Vocational Education Consortium and Portland Public Schools, Portland, OR 97208.

Special Education Staff Follow-up Survey

(To be completed after transition process improvements have been implemented.)

Name	
School	Program

1. Are more parents attending their son's or daughter's IEP meeting?
   ☐ Yes ☐ No
2. Are more students attending their IEP meetings?
   ☐ Yes ☐ No ☐ Sometimes
3. Are more vocational teachers, vocational evaluators, or vocational resource educators attending their students' IEP meetings?
   ☐ Yes ☐ No ☐ Sometimes
4. Within your students' IEPs, are there more objectives that prepare a student for a vocational class?
   ☐ Yes ☐ No ☐ Sometimes
5. Besides employment or vocational objectives, are there more objectives that prepare your students for independent living?
   ☐ Yes ☐ No ☐ Sometimes
6. Are there more vocational objectives in the IEPs for students who are receiving vocational training?
   ☐ Yes ☐ No ☐ Sometimes ☐ Not applicable
7. Has the communication between vocational and special education programs improved since last year?
   ☐ Yes ☐ No
8. If yes, what type of networking activities have been implemented? *(Please list)*

9. What action has been taken to secure more jobs for your students?

10. Within the last year, what additional transition services have you provided your students?

11. Within the last year, what additional services has the community provided that assist students with disabilities in transition from school to work?

12. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

Source: West, L., H. Gritzmacher, J. Johnson, A. Boyer-Stephens, and D. Donafon. *Missouri Transition Guide: Procedures and Resources*. Columbia, MO: University of Missouri, 1987.

Vocational Education Staff Follow-up Survey

(To be completed after transition process improvements have been implemented.)

Name	
School	Program

1. Have you become more involved in the placement decision for students with special needs in your class or program?

   ☐ Yes ☐ No ☐ No change

2. Do you attend more IEP meetings than last year?

   ☐ Yes ☐ No ☐ No change

3. Have more vocational objectives been included in the IEPs for students with special needs who are in your vocational classes?

   ☐ Yes ☐ No ☐ No change ☐ Don't know

4. If there are vocational objectives in the IEP, are you more involved in writing them?

   ☐ Yes ☐ No

5. Has communication between you and the special education teachers about the students with special needs in your classes improved over the last year?

   ☐ Yes ☐ No

6. If yes, how has it changed?

7. What action has been taken to secure more jobs for your students with special needs?

8. Within the last year, what additional transition services have you provided your students?

9. Within the last year, what services has the community provided that assist students with disabilities in transition from school to work?

10. If you feel that your concerns abut transition have not been addressed in any of the questions, please list these concerns.

Source: West, L., H. Gritzmacher, J. Johnson, A. Boyer-Stephens, and D. Donafon. *Missouri Transition Guide: Procedures and Resources*. Columbia, MO: University of Missouri, 1987.

Employer Follow-up Survey

(To be completed after transition process improvements have been implemented.)

1. Have you ever employed individuals with disabilities, for instance, visual, physical, or hearing impairments, cognitive disabilities, learning disabilities, emotional disabilities, or speech handicaps?

   ☐ Yes ☐ No

2. Have you recently been contacted about employing individuals with disabilities who have completed a vocational training program that would qualify them for employment at your business?

   ☐ Yes ☐ No ☐ If yes, by whom?

3. Given adequate support from the school, would you consider providing work experience opportunities for students with disabilities who are properly trained?

   ☐ Yes ☐ No

4. Have you attended a workshop given for business designed to inform you of the advantages of hiring individuals with disabilities, financial and personnel support available when hiring people, and information about various disabling conditions?

   ☐ Yes ☐ No

5. Would you be interested in attending a workshop designed to inform you of the advantages of hiring a person with disabilities, financial and personnel support available when hiring individuals with disabilities, and information about various disabling conditions?

   ☐ Yes ☐ No

6. What services would you like to see provided by the school and community to enhance the employability of students with disabilities as they enter the labor market?

Source: West, L., H. Gritzmacher, J. Johnson, A. Boyer-Stephens, and D. Donafon. *Missouri Transition Guide: Procedures and Resources*. Columbia, MO: University of Missouri, 1987.

Parent Follow-up Survey

(To be completed after student graduates or leaves school.)

1. What is your child's current employment status?
   - ☐ Presently employed full-time (30 hours or more)
   - ☐ Part-time (29 hours or less)
   - ☐ Unemployed and looking for work
   - ☐ Unemployed and not looking for work
   - ☐ Status unknown
2. Not looking for work because:
   - ☐ Continuing education
   - ☐ Military
   - ☐ Illness
   - ☐ Parent/guardian
   - ☐ Other, *please specify*

3. Present Job: Job Title		Date Employed
Firm	☐ Training related ☐ Training nonrelated	Salary
Address		

4. What skills or services helped your son or daughter get his or her job?
   - ☐ good technical background
   - ☐ previous work experience
   - ☐ good job-hunting skills
   - ☐ knowing the right people
   - ☐ help by a placement counselor (job placement services)
   - ☐ other, *please specify*
5. how did your son or daughter get his or her first job? (*please check only one*)
   - ☐ job placement services
   - ☐ families/relatives
   - ☐ friends
   - ☐ training supervisor
   - ☐ vocational instructor
   - ☐ on his or her own
   - ☐ don't know
6. Were you provided with sufficient information about transition options for your child?

   ☐ Yes ☐ No
7. Were you recently encouraged to become more involved in planning or writing your child's IEP?

   ☐ Yes ☐ No

8. If your son or daughter is not employed, what could have been done to help him or her secure employment?

9. What service providers (agencies) did your child use in making the transition from school to work?

10. What service providers (agencies) were contacted but never used by your child? (Please list reason they were not used.)

11. Could your child have used additional services in making the transition from school to work?
☐ Yes ☐ No

12. If yes, what type of services could he or she have used?

13. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

Source: West, L., H. Gritzmacher, J. Johnson, A. Boyer-Stephens, and D. Donafon. *Missouri Transition Guide: Procedures and Resources*. Columbia, MO: University of Missouri, 1987.

Student Follow-up Survey A

(To be completed after student graduates or leaves school.)

1. Name ____

2. Program in high school
   - ☐ Cooperative school work program
   - ☐ Vocational education
   - ☐ Modified vocational education
   - ☐ Individual vocational training/community classroom
   - ☐ None
   - ☐ Wisconsin Technical College System
   - ☐ Graduate

3. Disability
   - ☐ Traumatic brain injury
   - ☐ Emotional disturbance
   - ☐ Learning disabled
   - ☐ Cognitively disabled
   - ☐ Speech/language impaired
   - ☐ Visually impaired
   - ☐ Hearing impaired
   - ☐ Orthopedically/other health impaired
   - ☐ Autism

4. Did you discuss your choice of classes with anyone at school? ☐ Yes ☐ No

5. Who did you discuss this with?
   - ☐ Special education teacher
   - ☐ Classroom teacher
   - ☐ Vocational evaluator
   - ☐ Vocational resource educator
   - ☐ Counselor
   - ☐ Principal
   - ☐ Vocational teacher
   - ☐ Other, *please specify*

6. Which of these things did you do?
   - ☐ Vocational evaluation (evaluation lab)
   - ☐ Career exploration (What class did you do it in?) ____________________
   - ☐ Toured or discussed vocational classes

7. Did you attend your IEP meeting? ☐ Yes ☐ No

8. Did you choose the classes you would take? ☐ Yes ☐ No

9. Are you employed? ☐ Yes ☐ No

10. How long have you been at your present job? ________________

    Date employed: ________________

11. What type of employment? ☐ Part-time ☐ Full-time

12. Are you in a field related to your training? ☐ Yes ☐ No

13. If not employed, why haven't you found employment?
- ☐ Continuing education (college, vocational or technical school)
- ☐ Poor health
- ☐ Laid-off recently
- ☐ Raising a family
- ☐ Unable to find work
- ☐ Other, *please specify* ____________________

14. What skills/services could have helped or did help in getting your job?
- ☐ Good technical background
- ☐ Previous work experience
- ☐ Good job-hunting skills
- ☐ Knowing the right people
- ☐ Help by a placement counselor (job placement services)
- ☐ Other, *please specify* ____________________

15. What methods did you use to try and locate a job?

16. What other community agencies have you used to help obtain employment?

Source: West, L., H. Gritzmacher, J. Johnson, A. Boyer-Stephens, and D. Donafon. *Missouri Transition Guide: Procedures and Resources*. Columbia, MO: University of Missouri, 1987.

Student Follow-up Survey B

(To be completed after graduation or school exit.)

Name	Birthdate
Address	
City, State, Zip	
Year you finished vocational/technical school	Phone

Work

Please check the answer that fits you now

- ☐ Employed full time (35 hours a week or more)
- ☐ Employed part time (34 hours a week or less)
- ☐ Military service
  Branch of service ____________________ Your military job ________________________
- ☐ Unemployed and looking for work
- ☐ Unemployed and **not** looking for work
- ☐ Homemaker and looking for paid work
- ☐ Homemaker and **not** looking for paid work

If you are working at a job for pay, please answer the following:	
Employer's name	Job title
Employer's address	
Main tasks you must perform on this job	
May we contact your employer to see how you are doing? ☐ Yes ☐ No How long have you been working at this job?	
If it's okay to talk to your employer, please print your supervisor's name	
Your Signature ➤	
How much do you earn per hour?	How many hours do you work each week?

Check all fringe benefits you get on this job:

☐ None
☐ Federal Insurance Contributions Act (FICA)
☐ Life insurance
☐ Dental insurance
☐ Worker's Compensation
☐ Pension
☐ Unemployment Compensation
☐ Paid sick days
☐ Paid vacation
☐ Paid holidays
☐ Medical insurance
☐ Other ________________

Who helped you get the job you have now?

☐ Vocational teacher
☐ Special needs counselor
☐ Other teacher from school
☐ Vocational rehabilitation counselor
☐ Job service counselor
☐ Parents or other family member
☐ A friend or neighbor
☐ No help from anyone

Have you changed jobs since leaving school? ☐ Yes ☐ No

If **yes,** how many jobs have you had since leaving school? ____________________

How long did it take you to find your first job after leaving school? ____________________

School

Are you going to school now? ☐ Yes ☐ No

If yes, which school? ____

If yes, what field do you study? ____

If yes, check one:

☐ A technical college one-year diploma program
☐ A technical college two-year diploma program
☐ A four-year college program
☐ An apprentice program
☐ An on-the-job training program
☐ Other, *please specify* ____________________________________

Income

What are your sources of income? *Check **all** that apply.*

☐ Your job
☐ Your family
☐ Your roommate
☐ Your spouse
☐ Social security
☐ Welfare
☐ Workfare
☐ Vocational rehabilitation
☐ Other, *please specify* ____________________________

Living Situation

Who are you living with? *Please check one.*

☐ Self
☐ Roommate
☐ Other relatives
☐ Parents
☐ Spouse
☐ Other, *please specify* ____________________________

If you live in your own home or apartment, did anyone help you get this place to live?

☐ Yes ☐ No

Does anyone help you budget your money? ☐ Yes ☐ No

Does anyone help you buy your food? ☐ Yes ☐ No

Does anyone help you get your meals ready? ☐ Yes ☐ No

Travel

How do you get to work and back home again? ____________________

Do you have a driver's license? ☐ Yes ☐ No

How do you get to the grocery store or other stores? ____________________

____

Recreation

What do you do when you are not at work? *Check **all** that apply.*

- ☐ Play sports
- ☐ Watch TV
- ☐ Go to movies
- ☐ Read
- ☐ Do crafts
- ☐ Drive around
- ☐ Take naps
- ☐ Do hobbies
- ☐ Walk around
- ☐ Other ____________
- ☐ Other ____________
- ☐ Other ____________

Personal Needs

Do any of the following people work with you?

☐ Case worker ☐ Social worker ☐ Job coach ☐ Other ____________

Medical Coverage

Do have health insurance? ☐ Yes ☐ No

Medical Assistance? ☐ Yes ☐ No

Medicare? (SSDI) ☐ Yes ☐ No

Other Information

Was there anything you now wish you had learned in school but did not? ☐ Yes ☐ No

If yes, what did you wish you had learned? *Check all that apply.*

- ☐ How to manage your money
- ☐ How to manage your time
- ☐ How to stand up for yourself
- ☐ How to handle emergencies
- ☐ How to get medical help if needed
- ☐ How to keep yourself neat and clean
- ☐ How to buy and cook food
- ☐ How to keep your house/apartment neat and fixed up
- ☐ Other, *please specify* ____________________

____

What services do you need now but are not getting? *Check all that apply.*

- ☐ Job or career counseling
- ☐ Personal counseling
- ☐ Transportation
- ☐ Job club or other support group
- ☐ Other, *please specify* ____________________

____

____

Source: Tindall, L.W., J.J. Gugerty, B.B. Doughery, T.J. Heffron. *Replicating Jobs in Business and Industry for Persons with Disabilities: Volume Two.* Madison, WI: Center on Education and Work, School of Education, University of Wisconsin, 1987.

Community Transition Program Evaluation

Yes	No	
☐	☐	1. A communitywide administrative-level transition committee has developed formal transition service agreements and functions to:
☐	☐	a. implement multiagency personnel training on transition process and procedures.
☐	☐	b. conduct communitywide student follow-up surveys to use for reporting, accountability, identifying service gaps, rectifying gaps, program evaluation, student-related decision making, and systems change.
☐	☐	c. commit transition services to students in the IEP prior to their school exit.
☐	☐	d. Agencies and persons participating include: school district, people with disabilities, employers, Division of Vocational Rehabilitation, the Developmental Disabilities Board, Private Industry Council, Bureau of the Blind, County Human Services, advocacy agencies, Wisconsin Technical College System, university, Chamber of Commerce, Social Security Administration, Job Service, public transportation, county medical services, county public housing, county/city recreation.
☐	☐	2. The school district has developed board policies on how to include all school and community agency staff members, parents, and students in transition activities and responsibilities.
☐	☐	a. communitywide transition manual
☐	☐	b. local job market data
☐	☐	c. employer, student employee recognition activity
☐	☐	d. community transition newsletter
☐	☐	e. curriculum review, refinement, revision
☐	☐	f. clear procedures for integration and extracurricular participation
☐	☐	g. procedures for multidisciplinary and multiagency participation in the IEP committee
☐	☐	h. procedures for parent and student visitations to postsecondary education programs, work or training sites, independent living sites
☐	☐	i. procedures for smooth transitions between school levels (middle to senior high), from institutional placements back to school, and from segregated programs to integrated programs
☐	☐	j. inclusion of transition in a "career day" or conducting an informational evening on transition for parents and students
☐	☐	k. procedures for using ancillary staff members with students—aides, volunteers, mentors, peer coaches, transportation providers and other than district staff
☐	☐	l. procedures for work/study programs
☐	☐	m. inservice and workshops on transition
☐	☐	n. staff roles and responsibilities in transition: 1. special education director/designee, 2. special education teacher, 3. counselor, 4. social worker, 5. JTPA teacher, 6. DVI instructor, 7. Local Vocational Education Coordinator (LVEC), 8. vocational teacher, 9. work/study coordinator, 10. occupational therapist, physical therapist, 11. rehabilitation counselor, 12. psychologist, 13. program support teacher, 14. program supervisor

☐ ☐ 3. The school district provides appropriate outcome-based curriculum in natural environments with adaptations designed in the IEP:

☐ ☐ a. K-12 career education

☐ ☐ b. prevocational education

☐ ☐ c. entry-level skills training

☐ ☐ d. vocational programs including Tech Prep, Wisconsin Technical College System options, and youth apprenticeships

☐ ☐ e. cooperative school/work programs, on-the-job training, job shadowing, mentorships, youth apprenticeships

☐ ☐ f. community-based experiences

☐ ☐ g. college preparatory program

☐ ☐ h. community mobility/transportation training

☐ ☐ i. daily living skills instruction

☐ ☐ j. job finding, job application, job keeping instruction

☐ ☐ k. student self-advocacy instruction

☐ ☐ l. instruction in utilization of community services

☐ ☐ m. social skills instruction

☐ ☐ n. instruction in leisure and recreation skills

☐ ☐ 4. The school's goals for students with disabilities are that upon graduating, they will be employed; and/or enrolled in postsecondary education or training; and have a plan for independent living. To these ends, the school provides the following transition services:

☐ ☐ a. job counseling and placement

☐ ☐ b. community agency linkage and referrals through the IEP

☐ ☐ c. transportation to community sites

☐ ☐ d. college or proprietary school application and financial aid form assistance

☐ ☐ e. counseling and assistance in obtaining independent living situations or plans

☐ ☐ f. organizing, maintaining, and reproducing for the student, all pertinent school records that would assist in obtaining services

☐ ☐ 5. Adult services are available in the community to meet employment, postsecondary education, and independent living needs of people with disabilities:

☐ ☐ a. Job Service—assistance to student with disabilities

☐ ☐ b. Private Industry Council—Job Training Partnership Act programs for students with disabilities

☐ ☐ c. public transportation or paratransit program

☐ ☐ d. independent living centers, group homes, supervised apartments, low-income housing

☐ ☐ e. health services

☐ ☐ f. mental health services

☐ ☐ g. recreation options

☐ ☐ h. supported employment

☐ ☐ i. follow-up and follow-along services
☐ ☐ j. postsecondary education adaptations
☐ ☐ k. case management services
☐ ☐ l. income support and management
☐ ☐ m. adult and vocational training programs with accommodations
☐ ☐ n. job coaches
☐ ☐ o. consultation and financial assistance for assistive devices
☐ ☐ p. community employment opportunities—job development
☐ ☐ q. volunteer programs
☐ ☐ r. alcohol and other drug abuse services
☐ ☐ s. access and accommodations to recreation programs

IEPStatements of Interagency Responsibilities and Linkages for Transition

Sample 1

Student Name: ______________________ Date of IEP: __________

School: ______________________ Social Security No.*: __________

Projected Date of Graduation or Program Completion: ______________ Date of Birth: __________

IEP Committee Members: ________ Teacher ________ Parent ________ Student ________ Administrative Representative

________ Name Agency ________ Name Agency ________ Name Agency

		Responsibilities					
		Parent/Guardian/Student		School		List Community Agency	
Transition needs	Recommendations for placements, services, or other options	Action	Time line	Action	Time line	Action	Time line
1. Financial/ income security							
2. Vocational training, job placement, postsecondary education							

Must be completed at IEP meeting for all 16-year-olds and older, and younger than age 16 (when appropriate).

*Collection of social security number is voluntary and is used solely for validation purposes and will not be released without written permission.

		Responsibilities					
		Parent/Guardian/Student		School		List Community Agency	
Transition needs	Recommendations for placements, services, or other options	Action	Time line	Action	Time line	Action	Time line
3. Secure living arrangements							
4. Adequate personal management							
5. Access to and enjoyment of leisure/recreation activities							
6. Efficient transportation system							

		Responsibilities					
		Parent/Guardian/Student		School		List Community Agency	
Transition needs	Recommendations for placements, services, or other options	Action	Time line	Action	Time line	Action	Time line
7. Provision of medical services							
8. Linkage to and use of advocacy or legal services							
9. Appropriate personal and family relationships							
10. Other							

IEP Statements of Interagency Responsibilities and Linkages for Transition

Sample 2

Date: ______

Student's Name: ______ Age: ______ Date of Graduation: ______

High School: ______ Social Security No.*: ______

Participants: ______ ______ ______

Teacher *Parent* *Student*

______ ______ ______

Administrative Representative *Community Agency Representative* *Other*

Transition goals	Measurable educational objective(s)	Specific special education and related services necessary to meet objectives—what, how, approaches	Evaluation criterion, procedure, schedule	Community agency—action—timeline
Student's level of performance				

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IEPStatements of Interagency Responsibilities and Linkages for Transition

Sample 3

Student Name: ______________________ Social Security No.*: ______________

Address: ______________________ Date of Birth: __________ IEP Date: __________

Present Education Program: ______________ LEA: __________ Projected Graduation Date: __________

Projected services required for transition: ☐ None ☐ Time limited ☐ Ongoing

Statement of need for projected services:

Summary of planned services needed for transition:

I have participated in developing this IEP stating services this student will need to successfully transition from high school to the community. My agency commits to provide the indicated services on the following pages.

Title/Agency	Agree	Disagree	Signature

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1. Transition Issue: Financial/Income Security

Goal: ______________________________

____

Intermediate objective(s) toward stated goal	Person/agency responsible	Projected dates		
		Initiation	Completion	Ongoing
Outcome				
Obstacles/resources needed				
Action taken to overcome obstacle(s)				
Person taking action and date				

2. Transition Issue: Vocational Training, Job Placement, Postsecondary Education

Goal: ______________________________

____

Intermediate objective(s) toward stated goal	Person/agency responsible	Projected dates		
		Initiation	Completion	Ongoing
Outcome				
Obstacles/resources needed				
Action taken to overcome obstacle(s)				
Person taking action and date				

3. Transition Issue: Secure Living Arrangements

Goal:

		Projected dates		
Intermediate objective(s) toward stated goal	Person/agency responsible	Initiation	Completion	Ongoing
Outcome				
Obstacles/resources needed				
Action taken to overcome obstacle(s)				
Person taking action and date				

4. Transition Issue: Adequate Personal Management

Goal:

		Projected dates		
Intermediate objective(s) toward stated goal	Person/agency responsible	Initiation	Completion	Ongoing
Outcome				
Obstacles/resources needed				
Action taken to overcome obstacle(s)				
Person taking action and date				

5. Transition Issue: Access to and Enjoyment of Leisure or Recreation Activities

Goal: ______________________________

____

		Projected dates		
Intermediate objective(s) toward stated goal	Person/agency responsible	Initiation	Completion	Ongoing
Outcome				
Obstacles/resources needed				
Action taken to overcome obstacle(s)				
Person taking action and date				

6. Transition Issue: Efficient Transportation System

Goal: ______________________________

____

		Projected dates		
Intermediate objective(s) toward stated goal	Person/agency responsible	Initiation	Completion	Ongoing
Outcome				
Obstacles/resources needed				
Action taken to overcome obstacle(s)				
Person taking action and date				

7. Transition Issue: Provision of Medical Services

Goal: ______________________________

____

Intermediate objective(s) toward stated goal	Person/agency responsible	Projected dates		
		Initiation	Completion	Ongoing
Outcome				
Obstacles/resources needed				
Action taken to overcome obstacle(s)				
Person taking action and date				

8. Transition Issue: Linkage to and Use of Advocacy or Legal Services

Goal: ______________________________

____

Intermediate objective(s) toward stated goal	Person/agency responsible	Projected dates		
		Initiation	Completion	Ongoing
Outcome				
Obstacles/resources needed				
Action taken to overcome obstacle(s)				
Person taking action and date				

9. Transition Issue: Appropriate Personal and Family Relationships

Goal: ______________________________

____

		Projected dates		
Intermediate objective(s) toward stated goal	Person/agency responsible	Initiation	Completion	Ongoing
Outcome				
Obstacles/resources needed				
Action taken to overcome obstacle(s)				
Person taking action and date				

10. Transition Issue: ______________________________

Goal: ______________________________

____

		Projected dates		
Intermediate objective(s) toward stated goal	Person/agency responsible	Initiation	Completion	Ongoing
Outcome				
Obstacles/resources needed				
Action taken to overcome obstacle(s)				
Person taking action and date				

IEPStatements of Interagency Responsibilities and Linkages for Transition

Sample 4

Name		Date
Social Security No.*	Date of Birth	Age

Participants	Agency

1. Financial/Income Security Goal:

Agency(s) involved: *(Check all that apply)*

☐ School
☐ Wisconsin Technical College System
☐ Mental health
☐ Social Security
☐ Division of Vocational Rehabilitation
☐ College
☐ Medical Services
☐ Other ____________
☐ Developmental Disabilities Board
☐ Social services
☐ Job Training Partnership Act

Person(s) responsible:____

Projected date of completion:____

☐ Before ☐ After Graduation *(Check one)*

2. Vocational Training, Job Placement, Postsecondary Education Goal:

Agency(s) involved: *(Check all that apply)*

☐ School
☐ Wisconsin Technical College System
☐ Mental health
☐ Social Security
☐ Division of Vocational Rehabilitation
☐ College
☐ Medical Services
☐ Other ____________
☐ Developmental Disabilities Board
☐ Social services
☐ Job Training Partnership Act

Person(s) responsible:____

Projected date of completion:____________________

☐ Before ☐ After Graduation *(Check one)*

---

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3. Secure Living Arrangements Goal:

Agency(s) involved: *(Check all that apply)*

☐ School
☐ Wisconsin Technical College System
☐ Mental health
☐ Social Security
☐ Division of Vocational Rehabilitation
☐ College
☐ Medical Services
☐ Other ______________
☐ Developmental Disabilities Board
☐ Social services
☐ Job Training Partnership Act

Person(s) responsible:____

Projected date of completion;______________________

☐ Before ☐ After Graduation *(Check one)*

4. Adequate Personal Management Goal:

Agency(s) involved: *(Check all that apply)*

☐ School
☐ Wisconsin Technical College System
☐ Mental health
☐ Social Security
☐ Division of Vocational Rehabilitation
☐ College
☐ Medical Services
☐ Other ______________
☐ Developmental Disabilities Board
☐ Social services
☐ Job Training Partnership Act

Person(s) responsible:____

Projected date of completion;______________________

☐ Before ☐ After Graduation *(Check one)*

5. Access to and Enjoyment of Leisure Activities Goal:

Agency(s) involved: *(Check all that apply)*

☐ School
☐ Wisconsin Technical College System
☐ Mental health
☐ Social Security
☐ Division of Vocational Rehabilitation
☐ College
☐ Medical Services
☐ Other ______________
☐ Developmental Disabilities Board
☐ Social services
☐ Job Training Partnership Act

Person(s) responsible:____

Projected date of completion;______________________

☐ Before ☐ After Graduation *(Check one)*

6. Efficient Transportation Goal:

Agency(s) involved: *(Check all that apply)*

☐ School
☐ Wisconsin Technical College System
☐ Mental health
☐ Social Security
☐ Division of Vocational Rehabilitation
☐ College
☐ Medical Services
☐ Other ____________________
☐ Developmental Disabilities Board
☐ Social services
☐ Job Training Partnership Act

Person(s) responsible:____

Projected date of completion;________________________

☐ Before ☐ After Graduation *(Check one)*

7. Provision of Medical Services Goal:

Agency(s) involved: *(Check all that apply)*

☐ School
☐ Wisconsin Technical College System
☐ Mental health
☐ Social Security
☐ Division of Vocational Rehabilitation
☐ College
☐ Medical Services
☐ Other ____________________
☐ Developmental Disabilities Board
☐ Social services
☐ Job Training Partnership Act

Person(s) responsible:____

Projected date of completion;________________________

☐ Before ☐ After Graduation *(Check one)*

8. Linkages to and Use of Advocacy or Legal Services Goal:

Agency(s) involved: *(Check all that apply)*

☐ School
☐ Wisconsin Technical College System
☐ Mental health
☐ Social Security
☐ Division of Vocational Rehabilitation
☐ College
☐ Medical Services
☐ Other ____________________
☐ Developmental Disabilities Board
☐ Social services
☐ Job Training Partnership Act

Person(s) responsible:____

Projected date of completion;________________________

☐ Before ☐ After Graduation *(Check one)*

9. Appropriate Personal or Family Relationships Goal:

Agency(s) involved: *(Check all that apply)*

☐ School
☐ Wisconsin Technical College System
☐ Mental health
☐ Social Security
☐ Division of Vocational Rehabilitation
☐ College
☐ Medical Services
☐ Other ________________
☐ Developmental Disabilities Board
☐ Social services
☐ Job Training Partnership Act

Person(s) responsible:____

Projected date of completion:____________________

☐ Before ☐ After Graduation *(Check one)*

10. Other Goal: *(Please specify)*

Agency(s) involved: *(Check all that apply)*

☐ School
☐ Wisconsin Technical College System
☐ Mental health
☐ Social Security
☐ Division of Vocational Rehabilitation
☐ College
☐ Medical Services
☐ Other ________________
☐ Developmental Disabilities Board
☐ Social services
☐ Job Training Partnership Act

Person(s) responsible:____

Projected date of completion:____________________

☐ Before ☐ After Graduation *(Check one)*

IEPStatements of Interagency Responsibilities and Linkages for Transition

Sample 5

Student's Name	**Date of Birth**	**School**
Address		**Teacher's Name**

Service Needs	Targeted Agencies	Signature of Person Responsible for Referral or Service	Date Services or Referral Initiated
Vocational services			
Educational services			
Residential services			
Social Security card			
Medicaid application			
Medicare application			
Supplemental Security Income (SSI)			
Social Security Disability Insurance (SSDI)			
Guardianship			
Welfare			
Food Stamps			
Medical			
Physiological			
Transportation			
Selective Service			
Family support			
Foster care			
Respite services			
Counseling			
Alcohol and other drug abuse			
Child cre			

Service Needs	Targeted Agencies	Signature of Person Responsible for Referral or Service	Date Services or Referral Initiated
Environmental assistance modification			
Justice system and legal issues			
Recreational services			
Employment			

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